

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development**

The February 1, 2008, Annual Performance Report under Part B of IDEA serves as Montana's accountability report on its performance relative to state performance targets identified in its State Performance Plan (SPP) submitted to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on December 2, 2005. The Annual Performance Report contains actual target data from the FFY 2006 reporting period (July 1, 2006-June 30, 2007) and other responsive APR information for indicators 1-3, 4A, 5, 8-13, and 15-20.

A copy of the State Performance Plan is available on the Office of Public Instruction's (OPI) Web site at www.opi.mt.gov/speced/. The State Performance Plan was revised in January 2008 to include baseline information, targets and improvement activities for performance indicator 14, progress data and improvement activities for performance indicator seven and revisions, as indicated, under selected performance indicators in the Annual Performance Report. Revisions to the State Performance Plan appear in bold print.

In the development of the Annual Performance Report and new State Performance Plan indicators, the OPI staff collected data from the multiple data collections currently implemented by the OPI, worked collaboratively with the Director of the Part C program to implement a new data collection and reporting system for children who are referred by Part C to Part B for determination of eligibility for services under IDEA Part B to meet the reporting needs of both programs, and conducted an analysis of the data through review of performance at both the state and LEA levels. Following this review, and to ensure broad stakeholder involvement, the data, its analysis, and improvement activities were shared and discussed with the state Special Education Advisory Panel on January 17-18, 2008. The Panel carefully reviewed and discussed the performance data for each of the indicators, old and new, including any progress or slippage and made recommendations for establishing targets and improvement activities by indicator, as needed. Proposed revisions and the rationale for the proposed revisions to the State Performance Plan were discussed with the Panel. The Advisory Panel passed a motion that they approved the proposed revisions to the State Performance Plan, the establishment of the targets as reported for performance indicator number 14 and of the improvement activities. Panel recommendations were incorporated in the State Performance Plan and Annual Performance Report.

Data Collection and Reporting

The Office of Public Instruction has revised portions of its electronic data collection and reporting system to ensure the collection of valid and reliable district-level data. Technical assistance guides, video streaming, and 'on time' technical assistance are made available to LEAs to ensure school personnel have the necessary information to submit valid and reliable data. Data verification procedures, at the state level, are also implemented to ensure the collection and reporting of valid and reliable data. In addition, the OPI is working with a vendor to design a student-based reporting system that will be the single reporting system for all student-level data. When fully implemented, it will be the single source for the collection and reporting of LEA and state-level data.

Statistical Methods Used

To ensure statistically sound data when assessing the state's progress in meeting its established performance target, a minimum number (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Montana is considered a frontier state with an exceptionally low-density population and a large number of rural schools. Fifty-six percent of our schools have fewer than 100 students enrolled. Eighty-four percent of Montana's districts are eligible under the Small, Rural School Achievement Program (SRSA). Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of

target determinations by reducing the risk of falsely identifying the state as having failed to meet its target, based on measurement/sampling error.

Dissemination Of The State Performance Plan And Annual Performance Report To The Public

The February 1, 2008, Annual Performance Report and revised State Performance Plan will be made available to the public via the OPI Web site at www.opi.mt.gov/speced by no later than March 1, 2008. An electronic announcement of the report with links to the State Performance Plan and Annual Performance Report will be sent to authorized representatives of the LEAs, directors of special education, to the parent training and information center, PLUK, to the Montana Advocacy Program (MAP) and to state and regional CSPD Council members. Hard copies of both documents are given to members of the state Special Education Advisory Panel.

Annual Report to the Public Regarding the Measurable and Rigorous Targets

In accordance with 20 U.S.C. 1416(b)(C)(ii), the OPI will report annually to the public on the performance of each local educational agency (LEA) on the targets in the State Performance Plan. The report on performance of LEAs will be made available to the public on the OPI Web site at <http://www.opi.state.mt.us/SpecEd/index.html> no later than May 31, 2008. The OPI will not report any information on performance to the public that would result in the disclosure of personally identifiable information about individual children or data that is insufficient to yield statistically reliable information.

The LEA performance results will also be incorporated as a part of the IDEA Consolidated E-Grants system. If an LEA has failed to meet a performance target, the LEA is required to identify an improvement activity(ies) it will conduct that will result in improved performance.

Questions regarding this report should be directed to the OPI, Division of Special Education, at 406-444-5661.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Given a minimum N of 10, the graduation rate for students with disabilities will be maintained at 69.9% within a 95% confidence interval.

Measurement

The measurement of youth with IEPs graduating from high school with a regular diploma and the measurement of all youth in the state graduating with a regular diploma is as follows:

General Education Graduation Rates

Montana has adopted the National Center for Education Statistics (NCES) cohort method as a practical way to calculate a completion rate for general education students. The estimated cohort method utilizes both dropout and graduate data and can be calculated for all public schools using data from four consecutive years. This method is the method used by Montana for assessing graduation rates in the AYP determinations for the No Child Left Behind Act (NCLB).

Assuming the 2006-2007 graduates were 9th graders in 2003-2004, the *cohort graduation rate* is calculated by dividing the number of graduates, ages 14-21+, in 2006-2007 by the sum of the total school leavers (graduates + dropouts) over a four-year period. The formula for the *cohort graduation rate* for the cohort that graduated in 2006-2007 is:

$$\frac{\text{Graduates (2006-2007)}}{\text{Graduates + 12}^{\text{th}} \text{ Grade Dropouts + 11}^{\text{th}} \text{ Grade Dropouts + 10}^{\text{th}} \text{ Grade Dropouts + 9}^{\text{th}} \text{ Grade Dropouts (2006-2007) (2006-2007) (2005-2006) (2004-2005) (2003-2004)}}$$

Special Education Graduation Rates

The data source for calculating the special education leaver graduation rate is Part B 618 data as reported in *Table 4 - Report of Children with Disabilities Exiting Special Education* for school years 2002-2003 through 2006-2007.

The *leaver graduation rate*¹ is an estimation of the status graduation rate that utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. This is similar to the graduation rate being proposed by NCES using the Common Core Data and what is being used to calculate the completion rates for general education.

Assuming the 2006-2007 graduates were 9th graders in 2003-2004, the *leaver graduation rate* is calculated by dividing the number of graduates, ages 14-21+, in 2006-2007 by the sum of the total school leavers (diploma + certificate + dropouts + reached maximum age) over a four-year period. The formula for the *leaver graduation rate* for the cohort that graduated in 2006-2007 is:

$$\frac{\text{Graduates (2006-2007)}}{\text{Graduates + Other Completers + 12th Gr. Dropouts + 11th Gr. Dropouts + 10th Gr. Dropouts + 9th Gr. Dropouts (2006-2007) (2003-2007) (2006-2007) (2005-2006) (2004-2005) (2003-2004)}}$$

Actual Target Data for FFY 2006 (2006-2007 School Year)

Target data for FFY 2006 for special education graduation rates are provided in Table 1.1 below. In accord with the instructions for the Part B State Performance Plan and Annual Performance Report, Section 1-(3), the percent of all youth graduating is not reported here.

Table 1.1 Montana Graduation Rates for School Year 2006-2007

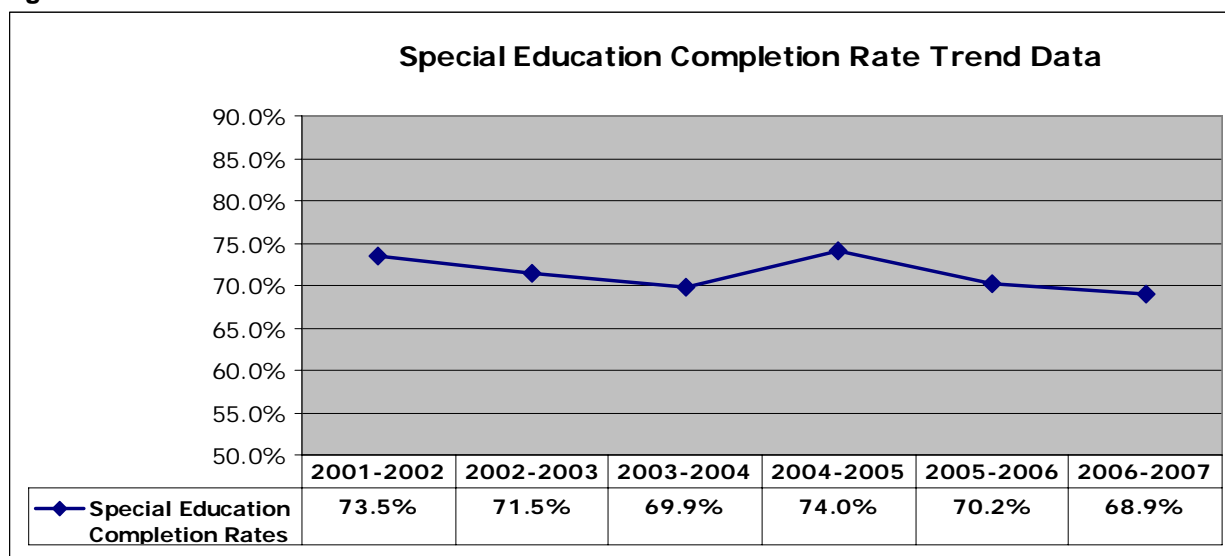
School Year	Graduate Count for Special Education ¹	Total Special Education School Leaver Cohort ²	Completion Rates for Special Education
	A	B	% = A / B
2006-2007	879	1275	68.9%
¹ Special Education Graduate Counts are reported on June 30th annually as part of the end-of-year special education data collection. ² Special Education School Leaver Cohort Total = The number of students with disabilities graduating in the 2006-2007 school year and the number of cohorts by age (students with disabilities) exiting school over four years. Exiting categories for school leavers include: Received a Certificate, Dropped Out, Reached Maximum Age.			

For FFY 2006 (2006-2007 school year), the data indicate that 879 students with disabilities graduated high school with a regular diploma. In addition, the cohort of these graduates, 1,275 students with disabilities, left school over a four-year period. The result is a **68.9** percent completion rate.

Graduation rate trend data are presented in Figure 1.1 below.

¹ Westat. 1999. *Calculating Graduation and Dropout Rates: A Technical Assistance Guide*. December 1999. Contract #HS97020001.

Figure 1.1 Montana Graduation Rate Trend Data

**Analysis of Target Data for FFY 2006 (2006-2007 School Year)**

In calculating completion rates, Montana uses a cohort method to measure the proportion of students who, at some point in time, left high school through graduation, receiving a certificate, dropping out, or reaching maximum age. For the FFY 2006, target data indicate that, of the cohorts of the Class of 2007 leaving school at some point over the course of four years, **68.9** percent of students with disabilities graduated with a regular diploma (See Table 1.1 above).

Analysis of trend data indicates that there has been a slight **decline** in graduation rates from 2005-2006 and 2006-2007 of 1.3 percent (see Figure 1.1 above). In addition, trend data analysis shows an average annual **decrease** of 0.9 percent in the graduation rates for students with disabilities over the last five years. With the exception of the unusual increase in the graduation rates for 2004-2005, the trend data is consistent with our expectations, as noted in the State Performance Plan, that it will take several years for Montana to turn this downward trend around and begin to show continuous improvement.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data in Table 1.2 below is used to assess Montana's progress in meeting its performance target for FFY 2006. The OPI, in accord with the recommendations of the Special Education Advisory Panel, set a target of **69.9** percent, based on a sample size of a minimum N of 10 and within a 95 percent confidence interval. A confidence interval, based on the obtained graduation rates for students with disabilities, is applied to reduce the effect of variability of small sample sizes on the determination of performance.

Table 1.2 Montana Performance Target Status for FFY 2006

School Year	Graduate Count for Special Education	School Leaver Cohort Total	Completion Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	879	1275	68.9%	71.4%	66.3%	69.9%	Met Target

For FFY 2006, the completion rate for students with disabilities is **68.9** percent and the established performance target is **69.9** percent (see Table 1.2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper

and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained completion rate for students with disabilities and the established performance target. Therefore, Montana has met its performance target of 69.9 percent, within a 95 percent confidence interval.

LEA Review

Montana also conducted a review of 427 LEAs to determine whether the LEA graduation rates met the state's established performance target for FFY 2006. Table 1.3 below presents the results of this review.

Table 1.3 Results of Review of Montana LEA Performance for FFY 2006

Number of LEAs With Exiting Data (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 Not Meeting State Performance Target (d)	
	#	% = (b/a) * 100	#	% = (c/b) * 100	#	% = (d/b) * 100
117	28	23.9%	21	75.0%	7	25.0%

As indicated in Table 1.3 above, **117** LEAs reported students with disabilities leaving school over a four-year period. Of the 117 reporting LEAs, **23.9** percent have a school leaver count that met the minimum N of 10 necessary to yield statistically reliable information. Of the reporting LEAs with a minimum N of 10, **75** percent met the state performance target for special education graduation rates and **25** percent did not meet the state's performance target.

The following table (Table 1.4) presents the data on the seven LEAs that did not meet the state's performance target on special education graduation rates.

Table 1.4 Montana LEAs Not Meeting State Performance Target for FFY 2006

LEA	Graduate Count for Special Education	School Leaver Cohort Total	Completion Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2006	LEA Performance Status
District 1	2	10	20.0%	51.0%	5.7%	69.9%	Did Not Meet Target
District 2	4	11	36.4%	64.6%	15.2%	69.9%	Did Not Meet Target
District 3	5	12	41.7%	68.0%	19.3%	69.9%	Did Not Meet Target
District 4	4	13	30.8%	57.6%	12.7%	69.9%	Did Not Meet Target
District 5	7	23	30.4%	50.9%	15.6%	69.9%	Did Not Meet Target
District 6	7	16	43.8%	66.8%	23.1%	69.9%	Did Not Meet Target
District 7	23	44	52.3%	66.2%	37.9%	69.9%	Did Not Meet Target

For FFY 2006, the LEA data indicate a range of completion rates for students with disabilities from 20 percent to **52.3** percent, with a range of graduates between two students and 23 students and a range of school leaver cohorts between 10 students and 44 students.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Montana met its performance target for the 2006-2007 reporting period. However, there is concern when the review of LEA data shows any LEA as not having met the state performance target for this indicator. In such cases, the LEA(s) were required to identify and implement activities that have the potential for improving student outcomes. When appropriate, the OPI implement focused intervention

procedures and/or provides direct technical assistance and support to the LEA to improve performance. If the LEA(s) did not meet the state's performance target and was identified as a school in need of improvement under ESEA, the Division of Special Education collaborated with the Division of Educational Opportunity and Equity and, as appropriate, the Division of Indian Education to assist the LEA(s) in identifying and implementing improvement strategies.

Following is a discussion of improvement activities completed, including the key improvement activities for this indicator.

The 2006-2007 was the second year of implementation for the State Personnel Grant. The Annual Performance Report is available on the OPI Web site at <http://www.opi.mt.gov/PUB/PDF/SpecED/STRIDE/07GrantPerfRpt.pdf>. Grant activities addressed increasing student access to skilled teachers and educationally responsive classrooms as the means of improving academic outcomes. Toward that end, proposed objectives and associated activities focused on three major goals: (1) increasing access to the general curriculum; (2) support to implement early intervening strategies; and (3) planned efforts that focused on the recruitment and retention of highly qualified teachers. Professional development initiatives focused on access to the general curriculum. Topics included, but were not limited to, differentiated instruction, universal design for learning, reading, early intervening services, and teacher mentoring. The grant is implemented in collaboration with the University of Montana, Montana State University-Billings, Parents, Let's Unite for Kids (PLUK), CSPD regional councils, independent contractors and a partnership between the Division of Special Education and the OPI.

The five CSPD regions provided training to school administrators, teachers, and related services personnel on instructional strategies that are known to increase the likelihood of students graduating from high school. Topics included, but were not limited to, the following: positive behavioral supports, assessment and response to intervention, reading instructional strategies, assistive technology, secondary transition, differentiated instruction (We Teach All) and developing interagency linkages and building community partnerships.

The Division of Special Education worked cross divisionally with the Divisions of Indian Education and Educational Opportunity and Equity on professional development and school improvement activities leading to improving graduation rates and decreasing dropout rates. The Division of Indian Education's Web site at <http://www.opi.mt.gov/IndianEd/Index.html> provides model curriculums, classroom materials, sample lesson plans and other documents to assist schools in the provision of culturally appropriate materials to improve outcomes for American Indian students. Division of Special Education staff have collaborated with School Improvement teams as a means of providing unified and comprehensive technical assistance to districts identified as in need of improvement.

Following are activities completed under specifically identified Improvement Activities in the State Performance Plan.

1. Implement a student information system and special education records and information management system (SERIMS).

The Office of Public Instruction (OPI) has implemented a general education record system, Achievement in Montana (AIM), which collects census, demographic and assessment data for all students enrolled in the public schools. Information regarding AIM can be found at the following Web site <http://www.opi.mt.gov/AIM/Index.html>. Division of Special Education staff worked with the vendor on the development of the special education portion of the system. It is anticipated that the special education records and information management system will be fully implemented in 2008-2009 in accord with the timeline projected in the State Performance Plan. The system is designed to collect all of the data necessary to address the requirements of the State Performance Plan and compliance monitoring.

2. Continue to Support the Montana Behavioral Initiative Project.

The OPI, in collaboration with the Montana Board of Crime Control, again sponsored an MBI Summer Institute in June. Over 710 participants attended strands addressing Indian Education, Instructional Strategies, working with families, suicide prevention, sportsmanship, safe routes to schools, cyber safety, schoolwide discipline plans and challenging behaviors. Nineteen schools, of which three were high schools, implemented the MBI strategies in their school for the first time in 2006-2007. To date, over 360 schools and 11 Early Childhood sites have received MBI facilitator training. Information on the MBI can be found at the following Web site <http://www.opi.mt.gov/mbi/Index.html>.

Over 400 students attended the MBI Youth Days sponsored by the OPI. Youth Day activities focused on promoting positive school climate, citizenship skills, sportsmanship, diversity and community building. Schools brought student teams composed of middle and high school students who had the potential for implementing positive changes in their school environment.

3. Provide technical assistance/support to LEAs who, as a result of focused intervention, are required to develop/implement strategies to address student graduation/dropout.

The OPI provided discretionary grant funds, in the amount of \$5,000, to a district for the development of a Freshman Academy for IDEA-eligible students. The district, through focused intervention procedures, had been identified as having a high rate of IDEA-eligible students dropping out of school. The impact of this pilot project will be shared with other districts as longitudinal data becomes available.

The OPI worked with its programmer and a vendor to create an E-Grant application for IDEA Part B funds which will incorporate each applicant's performance results in relation to state performance targets. It will also require applicants to identify activities they will implement to improve performance if they did not meet the state's target. This application will be fully implemented in the 2007-2008 school year. The OPI uses the LEA data to focus its technical assistance and support activities.

4. Work with the parent training/information center, PLUK, to identify ways to encourage more parent involvement in the education of their children.

The OPI provided discretionary grant funds to PLUK in the amount of \$25,000 to implement strategies that would encourage parent involvement in their children's education. The PLUK and its 12 Family Support Consultants provided parent training through workshops, videoconferencing, outreach visits to schools and other parent training and information activities. The PLUK newsletter is a vital component in providing information to parents on ways in which they can be involved in their child's education and also be knowledgeable of parent resources and laws and rules which affect their child's education.

5. Continue to make transition coaches available to assist schools in development of coordinated transition activities for IEPs.

On January 26, 2007, the OPI presented a 5.5 hour train the trainer workshop on IDEA 2004 Transition Requirements. Workshop objectives were as follows:

- Participants will understand and be able to apply the new secondary transition requirements included in IDEA 2004.
- Participants will be prepared to present best practices in secondary transition to district and/or special education cooperative employees.

Thirty-one of the 58 participants had their travel expenses (and some substitute costs) reimbursed by the OPI. Individuals completing the training returned to their districts and provided transition training to school personnel.

In addition to the above training activity, the OPI staff provides ongoing technical assistance and support to schools. The OPI staff are available through phone contact or e-mail to respond to questions from the field and, as appropriate, provide technical assistance on-site to school personnel.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2006 (2006-2007 School Year) [If applicable]**

1. Revised Timeline: The timeline for the activity identified as "Maintain/Implement activities described in the American Indian Dropout Prevention grant" has been revised to "Completed 2006-2007." The American Indian Dropout Prevention grant ended in 05-06. Training and technical assistance activities related to dropout prevention and improved graduation rates are now included in the revised improvement activity identified below.
2. Revised Improvement Activity: The Improvement Activity identified in the SPP as "*Provide technical assistance/support to LEAs who, as a result of Focused Intervention, are required to develop/implement strategies to address student dropout*" has been revised to "Provide professional development opportunities to enhance LEAs knowledge and implementation of effective strategies to improve graduation rates." This change has been made because all districts are working toward improving graduation rates and decreasing dropout rate, not just those districts which have been found not to have met the state's performance target for graduation. All districts will benefit from professional development which focuses on research-based strategies for improving graduation rates. The CSPD and SPDG have been added as additional resources.
3. Revised Improvement Activity: The Improvement activity identified in the SPP as "*Continue to make transition coaches available to assist schools in development of coordinated transition activities for IEPs*" has been revised to "Continue to provide professional development, technical assistance and support to LEAs in the development of transition services as a part of student's IEP." The following resources have been added: MPRRC, NSTTAC and CSPD. This revision has been made to be more inclusive of the broad range of technical assistance and support provided to LEAs. Transition coaches are only one of the strategies used to provide technical assistance and support to LEAs regarding transition.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Given a minimum N of 10, maintain the dropout rate of students with disabilities at 5.8 percent, within a 95% confidence interval.

Measurement

The measurement of youth with IEPs dropping out of high school with a regular diploma and the measurement of all youth in the state dropping out of high school are as follows:

General Education Dropout Rates

Montana school districts report an aggregated count of dropouts on October 1 each year. This count is part of the National Center for Education Statistics (NCES) Common Core of Data (CCD) reporting. The count includes students with disabilities. The count cannot be disaggregated. Therefore, the general education dropout rate is considered a dropout rate for all youth within the district that have dropped out of school. It is an event rate, a snapshot of the student body at the start of each school year to count dropouts for the previous school year. A student present in the school system on October 1 is not a dropout even if he or she was absent from school much of the previous school year.

Dropout Rates are calculated by dividing the number of dropouts as defined above, grades 7-12, by the number of students, grades 7-12, reported on the October enrollment data collection.

Number of dropouts, grades 7-12 / Number of students enrolled, grades 7-12

Special Education Dropout Rates

The data sources for calculating special education dropout rates is Part B 618 data as reported in *Table 1 - Report Of Children With Disabilities Receiving Special Education Under Part B Of The Individuals With Disabilities Education Act, As Amended* and in *Table 4 - Report Of Children With Disabilities Exiting Special Education*.

Montana's collection of special education dropout data is a **separate** data collection from the NCES CCD data collection for school population dropouts. The special education dropout collection is part of a larger collection of exiting data as required by the U.S. Department of Education, Office of Special Education Programs. The reporting period for special education dropout data is July 1 through June 30 of the reporting year. This is a status count in which the student's status at the end of the reporting year is used to determine whether that student is a dropout.

Dropout Rates are calculated by dividing the number of special education dropouts as defined above, ages 14-21, by the number of students with disabilities, ages 14-21, reported on the December 1 child count.

Number of dropouts, ages 14-21 / Number of students with disabilities, ages 14-21

Actual Target Data for FFY 2006 (2006-2007 School Year)

Target data for FFY 2006 for special education dropout rates are provided in Table 2.1 below. In accord with the instructions for the Part B State Performance Plan and Annual Performance Report, Section 1-(3), the percent of all youth dropping out of high school is not reported here.

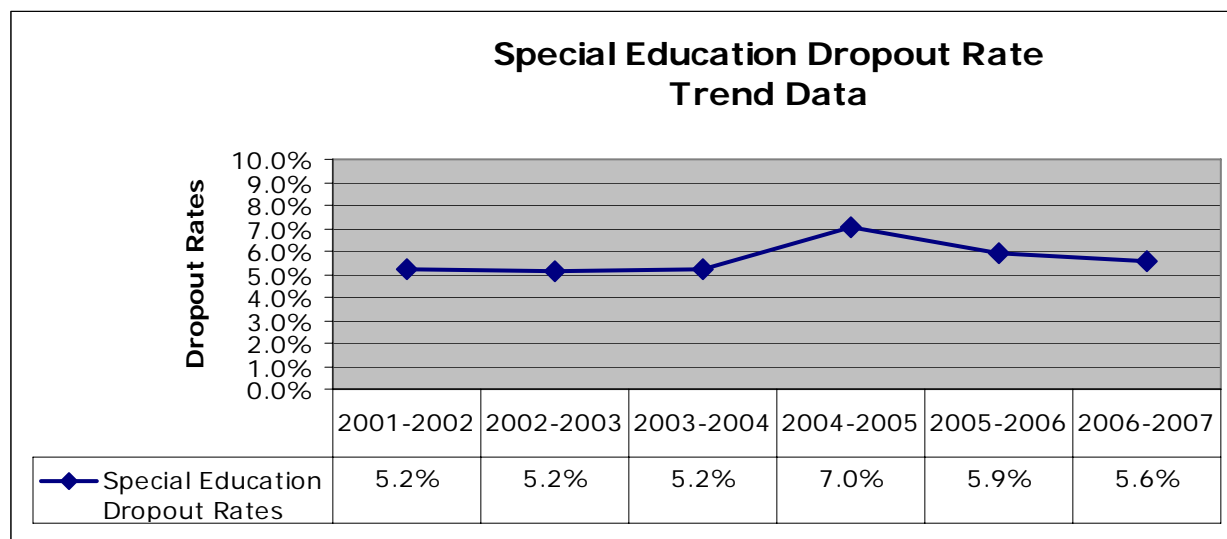
Table 2.1 Montana Dropout Rates for School Year 2006-2007

School Year	Special Education Dropout Count	Special Education Student Count, Ages 14-21 ¹	Special Education Dropout Rate
	A	B	% = A / B
2006-2007	352	6320	5.6%

¹Special Education Dropout Count, ages 14-21, are reported annually on June 30th as part of Montana's Part B 618 Special Education Exiting data collection.

Dropout trend data for students with disabilities dropping out of high school are presented in Figure 2.1 below.

Figure 2.1 Montana Dropout Rate Trend Data



Analysis of Target Data for FFY 2006 (2006-2007 School Year)

Montana's dropout rate for students with disabilities is defined as the proportion of students with disabilities, ages 14-21, reported as dropping out of school at the end of the school year, in relation to all students with disabilities, ages 14-21, reported on the December 1 child count for that school year. The target data for FFY 2006 indicate that the dropout rate for students with disabilities, ages 14-21, for the 2006-2007 school year is **5.6 percent** (see Table 2.1 above).

Trend data analysis indicate that there is a slight **decline** in special education dropout rates of approximately 0.4 percent in the 2006-2007 school year when compared to the special education dropout rate in the 2005-2006 school year. Further analysis of the trend data indicates that there was an **average increase** of 0.1 percent in the special education dropout rate over the last five years.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 2.2 below is used to assess Montana's progress in meeting its FFY 2006 performance target for the dropout rates of students with disabilities. The state set a target, based on a sample size of a minimum N of 10, of decreasing the dropout rates of students with disabilities to 5.8 percent for FFY 2006, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 10 and a confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of performance.

Table 2.2 Montana Performance Target Status for FFY 2006

School Year	Special Education Dropout Count	Special Education Student Count, Ages 14-21	Special Education Dropout Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	352	6320	5.6%	6.2%	5.0%	5.8%	Met Target

Target data for FFY 2006 indicate the dropout rate for students with disabilities is 5.6 percent and the established performance target is 5.8 percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained dropout rate for students with disabilities and the established performance target. Therefore, given a sample size of a minimum N of 10, Montana has met its performance target within a 95 percent confidence interval.

LEA Review

Montana also conducted a review of 427 LEAs to determine whether the LEA dropout rates met the state's established performance target for FFY 2006. The results of this review are presented in Table 2.3 below.

Table 2.3 Results of Review of Montana LEA Performance for FFY 2006

Number of LEAs With Students With Disabilities, Ages 14-21 (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 NOT Meeting State Performance Target (d)	
	#	% = (b/a) * 100	#	% = (c/b) * 100	#	% = (d/b) * 100
303	116	38.3%	107	92.2%	9	7.8%

As indicated in Table 2.3 above, **303** LEAs reported students with disabilities, ages 14-21. Of the 303 reporting LEAs, **38.3** percent have a count of students with disabilities that meet the minimum N of 10 necessary to yield statistically reliable information. Of the reporting LEAs with a minimum N of 10, **92.2** percent met the state performance target for special education dropout rates and **7.8** percent did not meet the state's performance target.

The following table (Table 2.4) presents the data on the nine LEAs that did not meet the state's performance target on special education dropout rates.

Table 2.4 Montana LEAs Not Meeting State Performance Target for FFY 2006

LEA	Dropout Count for Special Education	Count of Students with Disabilities, Ages 14-21	Dropout Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2006	LEA Performance Status
District 1	12	16	75.0%	89.8%	50.5%	5.8%	Did Not Meet Target
District 2	7	45	15.6%	28.8%	7.7%	5.8%	Did Not Meet Target
District 3	5	30	16.7%	33.6%	7.3%	5.8%	Did Not Meet Target
District 4	4	16	25.0%	49.5%	10.2%	5.8%	Did Not Meet Target
District 5	8	62	12.9%	23.4%	6.7%	5.8%	Did Not Meet Target
District 6	48	365	13.2%	17.0%	10.1%	5.8%	Did Not Meet Target
District 7	4	26	15.4%	33.5%	6.1%	5.8%	Did Not Meet Target
District 8	23	170	13.5%	19.5%	9.2%	5.8%	Did Not Meet Target
District 9	14	103	13.6%	21.5%	8.3%	5.8%	Did Not Meet Target

For FFY 2006, the LEA data indicate a range of dropout rates for students with disabilities from **12.9** percent to **75** percent, with a range of dropouts between four students and 48 students and a count of students with disabilities, ages 14-21, between 16 students and 365 students.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Montana met its performance target for the 2006-2007 reporting period. However, there is concern when the review of LEA data shows any LEA as not having met the state performance target for this indicator. In such cases, the LEA(s) was required to identify and implement activities that have the potential for improving student outcomes. When appropriate, the OPI implements focused intervention procedures and/or provides direct technical assistance and support to the LEA to improve performance. If the LEA(s) did not meet the state's performance target and was identified as a school in need of improvement under ESEA, the Division of Special Education collaborated with the Division of Educational Opportunity and Equity and, as appropriate, the Division of Indian Education to assist the LEA(s) in identifying and implementing improvement strategies.

The LEAs statewide are working hard to reduce the rates of students dropping out of school. The high dropout rate of American Indian students is of particular concern. The Division of Indian Education at the OPI is working closely with LEAs on instructional strategies and activities related to cultural sensitivity to improve student outcomes.

Following is a discussion of improvement activities completed, including the key improvement activities for this indicator.

The 2006-2007 was the second year of implementation for the State Personnel Development Grant. The grant's Annual Performance Report is available on the OPI Web site at <http://www.opi.mt.gov/PUB/PDF/SpecED/STRIDE/07GrantPerfRpt.pdf>. Grant activities addressed increasing student access to skilled teachers and educationally responsive classrooms as the means of improving academic outcomes. Toward that end, proposed objectives and associated activities focused on three major goals: (1) increasing access to the general curriculum; (2) support to implement early intervening strategies; and (3) planned efforts that focused on the recruitment and retention of highly qualified teachers. Professional development initiatives focused on access to the

general curriculum. Topics included, but were not limited to, differentiated instruction, universal design for learning, reading, early intervening services, and teacher mentoring. The grant is implemented in collaboration with the University of Montana, Montana State University-Billings, Parents, Let's Unite for Kids (PLUK), CSPD regional councils, independent contractors and a partnership between the Division of Special Education and the OPI.

The five CSPD regions provided training to school administrators, teachers, and related services personnel on instructional strategies that are known to increase the likelihood of students graduating from high school. Topics included, but were not limited to, the following: positive behavioral supports, assessment and response to intervention, reading instructional strategies, assistive technology, secondary transition, differentiated instruction (We Teach All) and developing interagency linkages and building community partnerships.

The Division of Special Education worked cross divisionally with the Divisions of Indian Education and Educational Opportunity and Equity on professional development and school improvement activities leading to improving graduation rates and decreasing dropout rates. The Division of Indian Education's Web site at <http://www.opi.mt.gov/IndianEd/Index.html> provides model curriculums, classroom materials, sample lesson plans and other documents to assist schools in the provision of culturally appropriate materials to improve outcomes for American Indian students. Division of Special Education staff have collaborated with School Improvement teams as a means of providing unified and comprehensive technical assistance to districts identified as in need of improvement.

Following are activities completed under specifically identified Improvement Activities in the State Performance Plan.

1. Fully implement a student information system and special education records and information management system (SERIMS) to ensure collection of valid and reliable data.

The Office of Public Instruction (OPI) has implemented a general education record system, Achievement in Montana (AIM), which collects census, demographic and assessment data for all students enrolled in the public schools. Information regarding AIM can be found at the following Web site <http://www.opi.mt.gov/AIM/Index.html>. Division of Special Education staff worked with the vendor on the development of the special education portion of the system. It is anticipated that the special education records and information management system will be fully implemented in 2008-2009 in accord with the timeline projected in the State Performance Plan. The system is designed to collect all of the data necessary to address the requirements of the State Performance Plan and compliance monitoring.

2. Continue to Support the Montana Behavioral Initiative Project.

The OPI, in collaboration with the Montana Board of Crime, again sponsored an MBI Summer Institute in June. Over 710 participants attended strands addressing Indian Education, Instructional Strategies, working with families, suicide prevention, sportsmanship, safe routes to schools, cyber safety, schoolwide discipline plans and challenging behaviors. Nineteen schools, of which three were high schools, newly implemented the MBI strategies in their school in 2006-2007. To date, over 360 schools and 11 Early Childhood sites have received MBI facilitator training. Information on the MBI can be found at the following Web site <http://www.opi.mt.gov/mbi/Index.html>.

Over 400 students attended the MBI Youth Days sponsored by the OPI. Youth Day activities focused on promoting positive school climate, citizenship skills, sportsmanship, diversity and community building. Schools brought student teams composed of middle and high school students who had the potential for implementing positive changes in their school environment.

3. Provide technical assistance/support to LEAs who, as a result of focused intervention, are required to develop/implement strategies to address student dropout.

The OPI provided discretionary grant funds, in the amount of \$5,000, to a district for the development of a Freshman Academy for IDEA-eligible students. The district, through focused intervention procedures, had been identified as having a high rate of IDEA-eligible students dropping out of school. The impact of this pilot project will be shared with other districts as longitudinal data becomes available.

The OPI worked with its programmer and a vendor to create an E-Grant application for IDEA Part B funds which will incorporate the state performance targets and each applicant's performance results. It will also require applicants to identify activities they will implement to improve performance if they did not meet the state's target. This application will be fully implemented in the 2007-2008 school year. The OPI uses the LEA data to focus its technical assistance and support activities.

2. Work with the parent training/information center, PLUK, to have parents become more involved in their child's education.

The OPI provided discretionary grant funds to PLUK in the amount of \$25,000. to implement strategies that would encourage parent involvement in their children's education. The PLUK and its 12 Family Support Consultants provided parent training through workshops, videoconferencing, outreach visits to schools and other parent training and information activities. The PLUK newsletter is a vital component in providing information to parents on ways in which they can be involved in their child's education and also be knowledgeable of parent resources and laws and rules which affect their child's education.

3. Continue to support Indian Education for All activities.

The Division of Special Education staff collaborates with Indian Education staff on professional development activities, technical assistance documents and other activities designed to decrease the dropout rates of American Indian students. An understanding of American Indian culture and factors that lead to a higher dropout rate for American Indian students are felt to be a critical component in keeping students in schools. Data on American Indian students with disabilities who have dropped out of school is analyzed and shared with the Division of Indian Education.

4. The OPI will provide technical assistance to LEAs on child find practices to ensure that students who dropped out of school are included in child find activities.

The OPI has provided training and technical assistance to LEAs on child find practices to help ensure that students who have dropped out of school are included in child find activities. Additionally, the OPI provides a link on its Web site to the National Dropout Prevention Center-Students with Disabilities. Evidence-based practices identified by this center are shared with school personnel.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) [If applicable]

1. Revised Timeline:The timeline for the activity identified as "Maintain/Implement activities described in the American Indian Dropout Prevention grant" has been revised to " Completed 2006-2007." The American Indian Dropout Prevention grant ended in 05-06. Training and technical assistance activities related to dropout prevention and improved graduation rates are now included in the revised improvement activity identified below. Strategies and activities which were a part of the Dropout Prevention grant and found to be effective will be incorporated in the revised improvement activity cited below.

2. Revised Improvement Activity: The Improvement Activity identified in the SPP as “*Provide technical assistance/support to LEAs who, as a result of Focused Intervention, are required to develop/implement strategies to address student dropout*” has been revised to “Provide professional development opportunities to enhance LEAs knowledge and implementation of effective strategies to decrease student dropout.” This change has been made because all districts are working toward decreasing dropout rate, not just those districts which have been found not to have met the state's performance target for student dropout. All districts will benefit from professional development which focuses on research-based strategies reducing dropout rates. The following resources were added: MPRRC, CSPD, SPDG.
3. Revised Improvement Activity: The Improvement activity identified in the SPP as “*OPI will provide technical assistance to LEAs on child find practices to ensure that students who dropped out of school are included in child find activities*” has been revised to “OPI will provide technical assistance to LEAs on child find practices to ensure that students who are having instructional or behavioral difficulty are fully included in effective child find activities.” The focus has been revised to ensure that students who are struggling instructionally and/or behaviorally, are identified early and appropriate strategies are implemented to prevent them from dropping out of school.

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development****Monitoring Priority: FAPE in the LRE****Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$.

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
- c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right]$.

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right]$.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<p>A. Within a 95% confidence interval, 39% of districts will meet the state's AYP objectives for progress for the disability subgroup.</p> <p>B. Within a 95% confidence interval 95% of SWD will participate in the state-level assessment.</p> <p>C. Within a 95% confidence interval, 32% of all students with disabilities tested will be proficient or above.</p>

Actual Target Data for FFY 2006 (2006-2007 School Year)**Indicator 3A - AYP**

Table 3.1 below presents target data on the percent of LEAs that have a disability subgroup that meets the minimum N of 40 and meets Montana's AYP objectives for progress for the disability subgroup for FFY 2006 (2006-2007 school year).

Table 3.1 LEAs Meeting Montana's AYP Objectives for Disability Subgroup

AYP Objectives	Overall (across Content Areas)				Math				Reading			
	2005-2006		2006-2007		2005-2006		2006-2007		2005-2006		2006-2007	
	#	%	#	%	#	%	#	%	#	%	#	%
Districts with a disability subgroup meeting Montana's minimum N size	57		56		57		56		57		56	
Districts meeting Montana's AYP objectives for progress for students with IEPs	23	40.4%	28	50.0%	28	49.1%	31	55.4%	42	73.7%	35	62.5%

Analysis of Target Data for FFY 2006 (2006-2007 School Year)

Target data for the 2006-2007 school year indicate that 56 school districts met Montana's minimum N size of 40 for the disability subgroup, and 28 (or 50 percent) of those districts met Montana's AYP objectives for progress for students with disabilities across content areas. Further, 55.4 percent of the districts with a minimum N size of 40 (31 districts) met Montana's AYP objectives for progress for students with disabilities for Math and 62.5 percent of the districts (35 districts) met Montana's AYP objectives for progress for students with disabilities for Reading (see Table 3.1 above).

Analysis of trend data indicates a 9.6 percent **increase** in the percent of districts meeting Montana's AYP objectives for progress for students with disabilities across content areas in the 2006-2007 school year, resulting in a 23.9 percent change relative to the percent of districts meeting Montana's AYP objectives for progress for students with disabilities in the 2005-2006 school year. In addition, there is a 6.2 percent **increase** in the percent of districts meeting Montana's AYP objectives for progress for students with disabilities in Math in 2006-2007, reflecting a 12.7 percent change relative to the percent of districts meeting the AYP objectives for progress in the 2005-2006 school year. However, trend data indicate an 11.2 percent **decrease** in the percent of districts meeting Montana's AYP objectives for progress for students with disabilities in Reading, resulting in a 15.2 percent change relative to the percent of districts meeting Montana's AYP objectives for progress for students with disabilities in the 2005-2006 school year.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 3.2 below is used to assess Montana's status in meeting its FFY 2006 performance target for the percent of LEAs meeting AYP objectives for progress for students with disabilities. The state set a target, based on a sample size of a minimum N of 40, **39** percent of LEAs will meet AYP objectives for progress for students with disabilities, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 10 and a confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of performance.

Table 3.2 Montana Performance Target Status for FFY 2006

School Year	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2006-2007	56	28	50.0%	62.7%	37.3%	39.0%	Met Target

For FFY 2006, the percent of LEAs, who met the Minimum N size of 40 for the disability subgroup, meeting AYP objectives for progress for students with disabilities, is **50** percent and the established performance target is **39** percent. In comparing the performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained percent of districts meeting AYP objectives and the established performance target. Therefore, Montana has **met** its performance target within a 95 percent confidence interval.

Indicator 3B – Participation Rates

Table 3.3 below presents participation rates of students with disabilities on statewide assessments by content area and each grade assessed. The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for Grades 3 through 8 and Grade 10. The source for the data is the Part B 618 data reported in *Table 6 – Report of the Participation and Performance of Students with Disabilities on State Assessments* (see Appendix).

Table 3. 3 Participation Rates of Students with Disabilities in State Assessments for FFY 2006

Indicator 3B Measurement	2006-2007 Participation of Students with IEPs in Statewide Assessments							
	Subject	READING						
	Grade	3	4	5	6	7	8	10
	Students with IEPs Not Tested in Reading	27	15	12	64	24	29	87
(b)	Students taking Regular assessment (CRT) with no accommodations	448	340	363	360	362	423	441
(c)	Students taking Regular assessment (CRT) with accommodations	761	872	886	834	968	938	688
(d)	Students taking Alternate assessment against grade level achievement standards	0	0	0	0	0	0	0
(e)	Students taking Alternate assessment against modified achievement standards	0	0	0	0	0	0	0
(f)	Students taking Alternate assessment (CRT-Alt) against alternate achievement standards	74	93	72	108	69	78	102
(b+c+d+e+f)	TOTAL Tested in Reading	1283	1305	1321	1302	1399	1439	1231
(a)	Total Number of Students with IEPs Tested + Total Number of Students with IEPs Not Tested	1310	1320	1333	1366	1423	1468	1318
(b/a)*100	Students taking Regular assessment (CRT) with no accommodations	34.2%	25.8%	27.2%	26.4%	25.4%	28.8%	33.5%
(c/a)*100	Students taking Regular assessment (CRT) with accommodations	58.1%	66.1%	66.5%	61.1%	68.0%	63.9%	52.2%
(d/a)*100	Students taking Alternate assessment against grade level achievement standards	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(e/a)*100	Students taking Alternate assessment against modified achievement standards	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(f/a)*100	Students taking Alternate assessment (CRT-Alt) against alternate achievement standards	5.6%	7.0%	5.4%	7.9%	4.8%	5.3%	7.7%
[(b+c+d+e+f) / a]*100	Overall Participation Rates in Reading	97.9%	98.9%	99.1%	95.3%	98.3%	98.0%	93.4%

Indicator 3B Measurement	Subject	MATH						
	Grade	3	4	5	6	7	8	10
		3	4	5	6	7	8	10
	Students with IEPs Not Tested in Math	31	16	12	63	19	23	69
(b)	Students taking Regular assessment (CRT) with no accommodations	460	343	357	369	356	414	504
(c)	Students taking Regular assessment (CRT) with accommodations	748	869	891	826	978	954	643
(d)	Students taking Alternate assessment against grade level achievement standards	0	0	0	0	0	0	0
(e)	Students taking Alternate assessment against modified achievement standards	0	0	0	0	0	0	0
(f)	Students taking Alternate assessment (CRT-Alt) against alternate achievement standards	71	92	73	108	70	77	102
(b+c+d+e+f)	TOTAL Tested in Math	1279	1304	1321	1303	1404	1445	1249
(a)	Total Number of Students with IEPs Tested + Total Number of Students with IEPs Not Tested	1310	1320	1333	1366	1423	1468	1318
(b/a)*100	Students taking Regular assessment (CRT) with no accommodations	35.1%	26.0%	26.8%	27.0%	25.0%	28.2%	38.2%
(c/a)*100	Students taking Regular assessment (CRT) with accommodations	57.1%	65.8%	66.8%	60.5%	68.7%	65.0%	48.8%
(d/a)*100	Students taking Alternate assessment against grade level achievement standards	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(e/a)*100	Students taking Alternate assessment against modified achievement standards	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(f/a)*100	Students taking Alternate assessment (CRT-Alt) against alternate achievement standards	5.4%	7.0%	5.5%	7.9%	4.9%	5.2%	7.7%
[(b+c+d+e+f) / a]*100	Overall Participation Rates in Math	97.6%	98.8%	99.1%	95.4%	98.7%	98.4%	94.8%

The data presented in Table 3.3 above indicate that students with disabilities participated in the statewide assessments in both Reading and Math at a consistent rate. The overall participation rates in Reading for students with disabilities range from a high of **99.1** percent in Grade 5 to a low of **93.4** percent in Grade 10, while the participation rates in Math for students with disabilities range from a high of **99.1** percent in Grade 5 to a low of **94.8%** in Grade 10.

Table 3.4 below presents target and trend data on the overall participation of children with disabilities in statewide assessments for FFY 2006 (2006-2007 school year). The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for grades 3 through 8 and Grade 10. The source for the data reported here is the Part B 618 data reported in *Table 6 – Report of the Participation and Performance of Students with Disabilities on State Assessments* (see Appendix).

Table 3.4 Overall Participation Rate for Students with Disabilities in State Assessments

Indicator 3B Measurement	Participation in Statewide Assessments	Overall (across Grades Assessed and Content Areas)			
		2005-2006		2006-2007	
		#	%	#	%
(a)	Number of students with IEPs in grades assessed (Number Tested + Number Not Tested)	19506		19076	
	Students with IEPs Not Tested	218	1.1%	491	2.6%
(b)	Students taking Regular assessment (CRT) with no accommodations	6477	33.2%	5540	29.0%
(c)	Students taking Regular assessment (CRT) with accommodations ¹	11576	59.3%	11856	62.2%
(d)	Students taking Alternate assessment against grade level achievement standards ²	NA	NA	NA	NA
(e)	Students taking Alternate assessment against modified achievement standards ³	NA	NA	NA	NA
(f)	Students taking Alternate assessment (CRT-Alt) against alternate achievement standards ⁴	1251	6.4%	1189	6.2%
(b+c+d+e+f) / a * 100	Overall rate of participation in statewide assessment for students with IEPs⁵	19304	99.0%	18585	97.4%

Source: Montana Statewide Assessment data and AIM Spring Enrollment data.

¹Regular assessment with accommodations include all students who participated with accommodations (both standard and nonstandard).

²Montana does not use an alternate assessment scored against grade level achievement standards at this time.

³Montana does not use an alternate assessment scored against modified achievement standards at this time.

⁴Alternate assessment against alternate achievement standards include students who had invalid results.

⁵Overall Participation Rates is equal to the number of students taking either a regular or alternate assessment in Math and in Reading divided by the total number of students with disabilities in the grades assessed.

Target data for FFY 2006 (2006-2007 school year) indicate there were 19,076 students with disabilities enrolled in the grades assessed during the testing window and 18,585 of those students were tested using the regular assessment (CRT) or the alternate assessment (CRT-Alt), for an overall participation rate of 97.4 percent. Analysis of the trend data shows a **decrease** in the number of students with disabilities participating in state assessments between the 2005-2006 school year and the 2006-2007 school year, resulting in a percent of change of 3.7 percent in the participation of students with disabilities in state assessments. This decrease is consistent with the percent of

decline in the enrollment of students with disabilities during the testing window of 2.2 percent combined with an increase in the number of students with disabilities not tested in the 2006-2007 school year.

In the 2006-2007 school year, there was an **increase** in the number of students with disabilities taking the regular assessment with accommodations when compared to the number of students with disabilities taking the regular assessment with accommodations in the 2005-2006 school year, resulting in a rate of change of 2.4 percent. Conversely, there was a **decrease** in the number of students with disabilities taking the regular assessment with no accommodations in the 2006-2007 school year, resulting in a 12.5 percent change, relative to the number of students with disabilities taking the regular assessment with no accommodations in the 2005-2006 school year. In addition, there was a **decrease** in the number of students with disabilities taking an alternate assessment in the 2006-2007 school year that resulted in a 5 percent change relative to the number of students with disabilities taking an alternate assessment in the 2005-2006 school year.

Assessing State Progress in Meeting the FFY 2006 Performance Target

Table 3.5 Montana Performance Target Status for FFY 2006 for Indicator 3B

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Participation Count	Participation Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2006-2007	19076	18585	97.4%	97.6%	97.2%	95.0%	Met Target

The data in Table 3.5 above is used to assess Montana's progress in meeting its performance target for FFY 2006 for Indicator 3B, participation of students with disabilities in state assessments. The FFY 2006 target was established using data from the 2005-2006 school year as the baseline. The OPI, in accord with the recommendations of the Special Education Advisory Panel, set a target of 95 percent of students with disabilities will participate in state assessments, within a 95 percent confidence interval. A confidence interval, based on the obtained participation rate for students with disabilities, is applied to reduce the effect of small sample sizes on the determination of performance.

For FFY 2006, the percent of students with disabilities participating in state assessments is **97.4** percent and the established performance target is **95** percent. In comparing the performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained participation rate of students with disabilities and the established performance target. Therefore, Montana has **met** its performance target, within a 95 percent confidence interval.

Indicator 3C – Proficiency Rates

Table 3.6 below presents proficiency rates of students with disabilities on statewide assessments by content area and each grade assessed. The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for grades 3 through 8 and Grade 10. The source for the data is the Part B 618 data reported in *Table 6 – Report of the Participation and Performance of Students with Disabilities on State Assessments* (see Appendix).

Table 3.6 Proficiency Rates for Students with Disabilities on State Assessments for FFY 2006

Indicator 3C Measurement	2006-2007 Performance of Students with IEPs in Statewide Assessments							
	Subject Grade	READING						
		3	4	5	6	7	8	10
	Students with IEPs Not Tested in Reading	27	15	12	64	24	29	87
	TOTAL Tested in Reading	1283	1305	1321	1302	1399	1439	1231
(b)	Students tested Proficient or above in regular assessment (CRT) with no accommodations	335	242	230	216	210	213	169
(c)	Students tested Proficient or above in regular assessment (CRT) with accommodations	294	284	280	277	317	224	166
(d)	Students tested Proficient or above in alternate assessment against grade level standards	0	0	0	0	0	0	0
(e)	Students tested Proficient or above in alternate assessment against modified achievement standards	0	0	0	0	0	0	0
(f)	Students tested Proficient or above in alternate assessment (CRT-Alt) against alternate achievement standards	45	69	60	88	59	52	88
(b+c+d+e+f)	TOTAL Tested Proficient and Above in Reading	674	595	570	581	586	489	423
(a)	Total Number of Students with IEPs Tested + Total Number of Students with IEPs Not Tested	1310	1320	1333	1366	1423	1468	1318
(b/a)*100	Students tested Proficient or above in regular assessment (CRT) with no accommodations	25.6%	18.3%	17.3%	15.8%	14.8%	14.5%	12.8%
(c/a)*100	Students tested Proficient or above in regular assessment (CRT) with accommodations	22.4%	21.5%	21.0%	20.3%	22.3%	15.3%	12.6%
(d/a)*100	Students tested Proficient or above in alternate assessment against grade level standards	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(e/a)*100	Students tested Proficient or above in alternate assessment against modified achievement standards	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(f/a)*100	Students tested Proficient or above in alternate assessment (CRT-Alt) against alternate achievement standards	3.4%	5.2%	4.5%	6.4%	4.1%	3.5%	6.7%
[(b+c+d+e+f) / a]*100	Overall Proficiency Rates in Reading	51.5%	45.1%	42.8%	42.5%	41.2%	33.3%	32.1%

Indicator 3C Measurement	Subject Grade	MATH						
		3	4	5	6	7	8	10
		3	4	5	6	7	8	10
	Students with IEPs Not Tested in Math	31	16	12	63	19	23	69
	TOTAL Tested in Math	1279	1304	1321	1303	1404	1445	1249
(b)	Students tested Proficient or above in regular assessment (CRT) with no accommodations	273	188	159	128	110	110	83
(c)	Students tested Proficient or above in regular assessment (CRT) with accommodations	201	215	199	132	151	74	48
(d)	Students tested Proficient or above in alternate assessment against grade level standards	0	0	0	0	0	0	0
(e)	Students tested Proficient or above in alternate assessment against modified achievement standards	0	0	0	0	0	0	0
(f)	Students tested Proficient or above in alternate assessment (CRT-Alt) against alternate achievement standards	41	63	45	64	51	39	63
(b+c+d+e+f)	TOTAL Tested Proficient and Above in Math	515	466	403	324	312	223	194
(a)	Total Number of Students with IEPs Tested + Total Number of Students with IEPs Not Tested	1310	1320	1333	1366	1423	1468	1318
(b/a)*100	Students tested Proficient or above in regular assessment (CRT) with no accommodations	20.8%	14.2%	11.9%	9.4%	7.7%	7.5%	6.3%
(c/a)*100	Students tested Proficient or above in regular assessment (CRT) with accommodations	15.3%	16.3%	14.9%	9.7%	10.6%	5.0%	3.6%
(d/a)*100	Students tested Proficient or above in alternate assessment against grade level standards	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(e/a)*100	Students tested Proficient or above in alternate assessment against modified achievement standards	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(f/a)*100	Students tested Proficient or above in alternate assessment (CRT-Alt) against alternate achievement standards	3.1%	4.8%	3.4%	4.7%	3.6%	2.7%	4.8%
[(b+c+d+e+f) / a]*100	Overall Proficiency Rates in Math	39.3%	35.3%	30.2%	23.7%	21.9%	15.2%	14.7%

The data presented in Table 3.6 above indicate a gap between the performance of students with disabilities in the statewide assessments for Reading and for Math. The overall proficiency rates in Reading for students with disabilities range from a high of **51.5** percent in Grade 3 to a low of **32.1** percent in Grade 10, while the overall proficiency rates in Math for students with disabilities range from a high of **39.3** percent in Grade 3 to a low of **14.7** percent in Grade 10.

Table 3.7 below presents target and trend data on the proficiency rates of children with disabilities participating in Montana's statewide assessments for FFY 2006 (2006-2007 school year). The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the subject areas of reading and math for Grades 3 through 8 and Grade 10. The source for the data reported here is the Part B 618 data reported in *Table 6 – Report of the Participation and Performance of Students with Disabilities on State Assessments* (see Appendix).

Table 3.7 Overall Proficiency Rates for Students with Disabilities on State Assessments

Indicator 3C Measurement	Proficiency Against Statewide Assessments	Overall (across Grades Assessed and Content Areas)			
		2005-2006		2006-2007	
		#	%	#	%
(a)	Number of students with IEPs in grades assessed (Number Tested + Number Not Tested)	19506		19076	
	Students with IEPs Not Tested	218	1.1%	491	2.6%
	Students Testing Not Proficient and Above in Statewide Assessments	13044	66.9%	12230	64.1%
(b)	Students tested Proficient or above in regular assessment (CRT) with no accommodations	2761	14.2%	2666	14.0%
(c)	Students tested Proficient or above in regular assessment (CRT) with accommodations ¹	2615	13.4%	2862	15.0%
(d)	Students tested Proficient or above in alternate assessment against grade level standards ²	NA	NA	NA	NA
(e)	Students tested Proficient or above in alternate assessment against modified achievement standards ³	NA	NA	NA	NA
(f)	Students tested Proficient or above in alternate assessment (CRT-Alt) against alternate achievement standards	868	4.4%	827	4.3%
(b+c+d+e+f) / a * 100	Overall rate of proficiency or above for students with IEPs⁴	6244	32.0%	6355	33.3%

Source: Montana Statewide Assessment data and ADC Enrollment data.

¹Regular assessment with accommodations include all students who participated with standard accommodations.

²Montana does not use an alternate assessment scored against grade level achievement standards at this time.

³Montana does not use an alternate assessment against modified achievement standards at this time.

⁴Overall Performance Rates is equal to the number of student tests scored proficient or above in Math and in Reading divided by the total number of students with disabilities in the grades assessed.

Target data for FFY 2006 (2006-2007 school year) indicate there were 19,076 students with disabilities enrolled during the testing window in the grades assessed and, of those students, 6,355 tested proficient or above on the regular assessment (CRT) or the alternate assessment (CRT-Alt), for an overall rate of proficiency or above of 33.3 percent. Analysis of the trend data shows a slight **increase** in the number of students with disabilities testing proficient or above in the 2006-2007 school year, resulting in a 1.8 percent change relative to the number of students with disabilities testing proficient or above in the 2005-2006 school year. The overall rate of proficiency or above for students with disabilities for 2006-2007 is 33.3 percent, compared to 32 percent in 2005-2006. This represents a 4.1 percent change in the proficiency rate for 2006-2007, relative to the proficiency rate in the 2005-2006 school year.

Further analysis of trend data indicate an 11.9 percent **increase** in the proficiency rate of students taking a regular assessment with accommodations in the 2006-2007 school year, relative to the proficiency rate for the 2005-2006 school year. Conversely, there was a slight **decrease** in the proficiency rate of students with disabilities taking the regular assessment with no accommodations in the 2006-2007 school year, resulting in a 1.3 percent change, relative to the number of students with

disabilities taking the regular assessment with no accommodations in the 2005-2006 school year. In addition, there was a **decrease** in the proficiency rate of students with disabilities taking an alternate assessment in the 2006-2007 school year that resulted in a 2.6 percent change relative to the proficiency rate of students with disabilities taking an alternate assessment in the 2005-2006 school year.

Assessing State Progress in Meeting the FFY 2006 Performance Target

Table 3.8 Montana Performance Target Status for FFY 2006 for Indicator 3C

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Performance Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2006-2007	19076	6355	33.3%	34.0%	32.6%	32.0%	Met Target

The data in Table 3.8 above is used to assess Montana's progress in meeting its performance target for FFY 2006 for Indicator 3C, the performance of students with disabilities in state assessments. The FFY 2006 target was established using data from the 2005-2006 school year as the baseline. The OPI, in accord with the recommendations of the Special Education Advisory Panel, set a target of 32 percent of students with disabilities tested will be proficient or above, within a 95 percent confidence interval. A confidence interval, based on the obtained performance rate for students with disabilities, is applied to reduce the effect of small sample sizes on the determination of performance.

For FFY 2006, the percent of students with disabilities tests performing proficient or above is **33.3** percent and the established performance target is **32** percent. In comparing the performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained performance rate of students with disabilities and the established performance target. Therefore, Montana has **met** its performance target, within a 95 percent confidence interval.

LEA Review

Montana also conducted a review of 427 LEAs to determine whether the LEA participation and performance of students with disabilities in state assessments met the state's established performance target for FFY 2006. The results of this LEA review is presented in Table 3.9 below.

Table 3.9 Results of Review of Montana LEA Performance for FFY 2006

Assessment Performance Indicators	Number of LEAs With Students with Disabilities (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 NOT Meeting State Performance Target (d)	
		#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
Indicator 3B-Participation in State Assessments	361	243	67.3%	234	96.3%	9	3.7%
Indicator 3C-Proficiency in State Assessments		119	33.0%	107	89.9%	12	10.1%

Indicator 3B – Participation Rates

Table 3.9 above indicates there were 361 LEAs that have students with disabilities in the grades assessed for FFY 2006 (2006-2007 school year).

Of the reporting LEAs, **67.3** percent (or 243 LEAs) had participation in state assessment counts that met the minimum N of 10 necessary to yield statistically reliable information. Of the LEAs with a minimum N of 10, **96.3** percent (or 234) of the LEAs met the state's performance target and **3.7**

percent (or nine) of the LEAs did not meet the state's performance target related to participation in state assessments.

The following table (Table 3.10) presents the data on the nine LEAs that did not meet the state's performance target on participation rates in all content areas and in all grades assessed.

Table 3.10 Montana LEAs Not Meeting the Indicator 3B Performance Target for FFY 2006

LEA	Students with Disabilities	Special Education Participation Counts	Special Education Participation Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2006	LEA Performance Status
District 1	50	34	68.0%	79.2%	54.2%	95.0%	Did Not Meet Target
District 2	16	11	68.8%	85.8%	44.4%	95.0%	Did Not Meet Target
District 3	112	84	75.0%	82.1%	66.2%	95.0%	Did Not Meet Target
District 4	210	162	77.1%	82.3%	71.0%	95.0%	Did Not Meet Target
District 5	136	110	80.9%	86.6%	73.5%	95.0%	Did Not Meet Target
District 6	108	90	83.3%	89.2%	75.2%	95.0%	Did Not Meet Target
District 7	36	30	83.3%	92.1%	68.1%	95.0%	Did Not Meet Target
District 8	38	33	86.8%	94.2%	72.7%	95.0%	Did Not Meet Target
District 9	542	487	89.9%	92.1%	87.0%	95.0%	Did Not Meet Target

For FFY 2006, LEA data indicate a range of students with disabilities enrolled in the grades assessed between 16 students with disabilities to 542 students with disabilities. The participation counts for students with disabilities within these LEAs ranged between 11 students to 487 students.

Indicator 3C – Proficiency Rates

Table 3.9 above indicates there were 361 LEAs that have students with disabilities in the grades assessed for FFY 2006 (2006-2007 school year).

Of the reporting LEAs, **33** percent (or 119 LEAs) had proficiency counts of students with disabilities that met the minimum N of 10 necessary to yield statistically reliable information. Of the LEAs with a minimum N of 10, **89.9** percent (or 107) of the LEAs met the state's performance target and **10.1** percent (or 12) of the LEAs did not meet the state's performance target for students with disabilities testing proficient or above on state assessments.

The following table (Table 3.11) presents the data on the 12 LEAs that did not meet the state's performance target on students with disabilities testing proficient or above in all content areas and in all grades assessed.

Table 3.11 Montana LEAs Not Meeting Indicator 3C Performance Target for FFY 2006

LEA	Students with Disabilities	Students with Disabilities Proficient or Above	Special Education Proficiency Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2006	LEA Performance Status
District 1	184	10	5.4%	9.7%	3.0%	32.0%	Did Not Meet Target
District 2	108	11	10.2%	17.3%	5.8%	32.0%	Did Not Meet Target
District 3	132	15	11.4%	17.9%	7.0%	32.0%	Did Not Meet Target
District 4	142	18	12.7%	19.1%	8.2%	32.0%	Did Not Meet Target
District 5	112	16	14.3%	22.0%	9.0%	32.0%	Did Not Meet Target
District 6	120	21	17.5%	25.3%	11.7%	32.0%	Did Not Meet Target
District 7	56	10	17.9%	29.8%	10.0%	32.0%	Did Not Meet Target
District 8	136	27	19.9%	27.3%	14.0%	32.0%	Did Not Meet Target
District 9	210	45	21.4%	27.5%	16.4%	32.0%	Did Not Meet Target
District 10	170	37	21.8%	28.6%	16.2%	32.0%	Did Not Meet Target
District 11	94	21	22.3%	31.8%	15.1%	32.0%	Did Not Meet Target
District 12	170	42	24.7%	31.7%	18.8%	32.0%	Did Not Meet Target

For FFY 2006, LEA data indicate a range of students with disabilities enrolled in the grades assessed to be between 56 students with disabilities to 210 students with disabilities. Those students with disabilities testing proficient or above within these LEAs ranged between 10 students to 45 students.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Montana met its performance targets for the 2006-2007 reporting period. However, there is concern when the review of LEA data shows any LEA as not having met any one of the performance targets

for this indicator. If an LEA(s) did not meet a performance target, it was required to identify and implement activities that have the potential for improving student outcomes. When appropriate, the OPI implements focused intervention procedures and/or provides direct technical assistance and support to the LEA to improve performance. If the LEA(s) did not meet the state's performance target and was identified as a school in need of improvement under ESEA, the Division of Special Education collaborated with the Division of Educational Opportunity and Equity and, as appropriate, the Division of Indian Education to assist the LEA(s) in identifying and implementing improvement strategies.

The Professional Development Unit of the OPI worked, cross divisionally within the OPI, as well as through its state and regional Comprehensive System of Personnel Development (CSPD) councils to provide training and technical assistance to school personnel for purposes of improving student performance. Professional development activities were supported through the State Personnel Development Grant (SPDG), as well as with IDEA Part B funds. The CSPD activities are aligned with State Performance Plan performance indicators to improve outcomes for students with disabilities. Topics have included, but are not limited to the following: Assistive and instructional technology, response to Intervention, DIBELS training, and instructional strategies.

Technical assistance documents to guide school personnel and IEP teams on the provision of test accommodations and implementation of testing procedures were made available on the OPI Web site at <http://www.opi.mt.gov/Assessment/index.html>. The OPI also published a newsletter known as "JUMP" to keep school personnel informed of testing windows, requirements, as well as other relevant assessment information.

A statewide Assessment conference was held in April 2007. Some of the topics addressed included test accommodations for students with disabilities and using data to inform instruction. Further information on the Montana 2007 Assessment Conference is available at <http://www.opi.mt.gov/AssessConf/Present.html>.

In accord with administrative rule, all students are required to participate in state-level testing. School personnel receive training on the requirements, as well as procedures to ensure tests are implemented appropriately and include accommodations for students with disabilities if their IEP documents the need for accommodations.

Compliance monitoring procedures included review of required IEP documentation regarding assessments (participation, accommodations, type of assessment). The student-based data collection system, Achievement in Montana (AIM), collected individual student assessment information. This data collection and reporting system helps ensure reporting of valid and reliable assessment data.

Montana met its performance targets for 3A, 3B, and 3C. Following is a discussion of the key improvement activities.

1. **Continue to implement the We Teach All Project:** We Teach All is one of the vehicles through which OPI is assisting teachers to increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students. After expanding throughout the state in previous years, the OPI identified and supported a "high implementing" site at the high school level, and other trainers from the elementary levels. These teams provided professional development at other schools and statewide conferences and developed materials for dissemination. These activities were supported through the SPDG and reported on its Annual Performance Report. A copy of the report is available on the OPI Web site at <http://www.opi.mt.gov/PUB/PDF/SpecED/STRIDE/07GrantPerfRpt.pdf>.
5. **Continue collaboration between Division of Special Education and ESEA staff on Reading First to provide training on research-based strategies that lead to improved instruction in reading and math.**

The Reading First Initiative is supported through the SPDG and has been underway throughout the first two years of the SPDG. A second cohort was begun in fall of 2006, adding an additional 13 schools. The Division of Special Education's instructional strategies coordinator provided professional development to special education teachers employed at Cohort 2 Reading First schools. Site visits included support and coaching for teachers in the areas of reading and interpreting reading assessment to provide best instruction to students.

6. Continue to implement MBI to promote a positive environment which supports student learning.

The OPI, in collaboration with the Montana Board of Crime, again sponsored an MBI Summer Institute in June . Over 710 participants attended strands addressing Indian Education, Instructional Strategies, working with families, suicide prevention, sportsmanship, safe routes to schools, cyber safety, schoolwide discipline plans and challenging behaviors. Nineteen schools, of which three were high schools, newly implemented the MBI strategies in their schools in 2006-2007. To date, over 360 schools and 11 Early Childhood sites have received MBI facilitator training. Information on the MBI can be found at the following Web site <http://www.opi.mt.gov/mbi/Index.html> .

Over 400 students attended the MBI Youth Days sponsored by the OPI. Youth Day activities focused on promoting positive school climate, citizenship skills, sportsmanship, diversity and community building. Schools brought student teams composed of middle and high school students who had the potential for implementing positive changes in their school environment.

7. Pending OSEP funding, implement a pilot study on the feasibility of establishing an alternate assessment to be known as "CRT-Modified."

This pilot study was completed. General Supervision Enhancement Grant (GSEG) funding was received from OSEP to conduct a pilot study on the feasibility of establishing an alternate assessment to be known as the "CRT-Modified. Field testing of a CRT-Modified (CRT-M) in math was conducted in Grade 4 in the fall of 2006. Results showed that the procedures used by the OPI and Measured Progress (Montana's Testing Contractor) to develop a modified test based on modified performance standards would meet technical adequacy requirements for this type of assessment. Based on the determination that further studies would be needed prior to implementation of a CRT-M as a part of state-level testing, the OPI submitted two grant applications to the U.S. Department of Education.

8. If the pilot study demonstrates the feasibility of establishing an alternate assessment based on modified achievement standards and pending the availability of additional financial support from the U.S. Department of Education, implement across grades 3, 4, 5, 6, 7, 8, the CRT-Modified.

The concept of adding a modified test to the statewide assessment system is seen as a desirable outcome by key personnel within the OPI. However, much additional work needs to occur in order to determine whether this can actually occur on a statewide basis in all subject areas that are currently tested. Toward that end, the OPI will analyze current data and participate in two recent grant-awarded projects:

Enhanced Assessment Grant (EAG), *Adapting Reading Test Items to Increase Validity of Alternate Assessments Based on Modified Academic Achievement Standards (ARTIIV)*

- The ARTIIV was submitted in partnership with Maine, New Hampshire, Rhode Island, Vermont, Measured Progress, the Education Development Center, the University of Arizona, and WestEd to improve state academic assessment to better serve the assessment needs of students who are eligible for alternate assessments based on modified academic achievement standards.

- The project will include the collection of multiple measures of student academic achievement (including cognitive labs), development of items for a pilot test, administration of pilot tests, and the interpretation of pilot test results.
- The target population is high school reading.

General Supervision Assessment Grant (GSEG), *Identifying Students in Need of Modified Achievement Standards and Developing Valid Assessments*

- The *Identifying Students in Need of Modified Achievement Standards and Developing Valid Assessments* was submitted in partnership with Measured Progress, Mountain Plains Regional Resource Center, WestEd, Children's Progress, the Montana Technical Advisory Committee, and the Montana Special Education Advisory Panel.
- The project will continue the work accomplished with *Determining the Feasibility of an Alternate Assessment Based on Modified Achievement Standards: A Planning Project and Pilot Test* and will develop the following:
 - modified academic achievement standards based on Montana's grade level academic content standards,
 - assessments based on modified academic achievement standards, and
 - clear and appropriate guidelines for IEP teams to use in determining which students should be assessed based on modified academic achievement standards.

The target population is middle school (grades 7 and 8) reading and math. This study will build on the work already accomplished to pilot a CRT-Modified (CRT-Mod) mathematics assessment for grade 4.

9. Implement training on Universal Design for Learning (UDL) as a strategy for improving access to the general curriculum.

Professional development initiatives of the SPDG focused on access to the general curriculum focused on pedagogical practices such as differentiated instruction and universal design that lead to implementation of standard-based instructional units designed with a full range of students in mind. Such practices not only improve students with disabilities access to the general curriculum, but also support students with disabilities likelihood of achieving proficiency on state-level assessments.

10. Continue to collaborate with the Big Horn Teacher projects at MSU-Billings in an effort to support Indian Education for All activities.

A Summer Institute was held in July with one of the intended outcomes being the development of four Native American cultural trunks and associated lesson plans which incorporated essential understanding(s) and Montana state standards. Teachers had the opportunity to interact and learn from each other. Participants included practicing K-12 teachers, Tribal master teachers, pre-service Indian professional development students and instructors for Tribal Colleges. Information on the Big Horn Teacher projects is available on the Web site at <http://www.msubillings.edu/bighornteacherproj>.

11. Provide training to school personnel on Read Well and DIBELS.

A statewide DIBELS Training of Trainers was conducted in February 2007. Thirty-eight individuals, with all CSPD regions represented, participated in the training. Each of the individuals returned to their own CSPD region and then provided additional training to school personnel in their respective region.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) [If applicable]

1. Revisions to Indicator 3A 2005-2006 data: Revisions were made to 2005-2006 AYP data, baseline and targets. These revisions were necessary because 2005-2006 AYP data used for the February 1, 2006, APR was preliminary and final AYP determinations for 2005-2006 were not available until March 2006 following submission of the FFY 2005 APR. The following revisions have been made to the SPP:

In 2005-2006, there were 57 districts with a disability subgroup meeting Montana's minimum N size rather than the 53 districts as reported in the FFY 2005 APR and SPP.

In 2005-2006, the number of districts meeting Montana's AYP objectives for progress for students with IEPs was 23, not 21 as reported in the FFY 2005 APR and SPP. The final 2005-2006 data shows that 40.4 percent of districts met AYP objectives for the students with disabilities subgroup in 2005-2006. Baseline data for 2005-2006 has been revised in the SPP to reflect the final AYP data. The targets have been revised in the SPP to reflect the new baseline data and anticipated improvements in meeting AYP.

The revisions to 3A are consistent with 2005-2006 school report cards and public reporting of district performance relative to SPP targets. Changes have been made to 3A in the State Performance Plan (SPP) to reflect these revisions.

2. Revisions to 3 B State Targets for Participation Rate for Students with Disabilities in State-Level Assessments. To ensure consistency with the target established by No Child Left Behind Act (NCLB), recommendation of the state Special Education Advisory Panel, and following discussion with the OSEP, targets for participation of students with disabilities in statewide assessments have been revised for each year of the SPP as follows: Within a 95 percent confidence interval, 95 percent of SWD will participate in the state-level assessment.
3. Revision to Improvement Activities Timeline: Revise the timeline for *"If the pilot study demonstrates the feasibility of establishing an alternate assessment based on modified achievement standards and pending the availability of additional financial support from the U.S. Department of Education, implement across grades 3-8 and 10 the CRT-Modified" from 2008-2009 (if funded) to 2011-2012.* This revision is necessary because the OPI is still conducting pilot studies and will need to conduct an analysis of those studies prior to developing and implementing the assessments as a part of the state assessment system.
4. Revision to Improvement Activities: The following improvement activities in the SPP plan: (1) *Continue to implement the We Teach All project;* (2) *Continue collaboration between Division of Special Education and ESEA staff on Reading First to provide training on research-based strategies that lead to improved instruction in reading and math;* (6) *Implement training on Universal design for Learning (UDL) as a strategy for improving access to the general curriculum;* and (8) *provide training to school personnel on Read Well and Dibels,* have been revised to be incorporated under a single improvement activity identified as "Provide professional development opportunities to LEAs on research-based strategies to improve student achievement."

This change was made to be more inclusive of all professional development activities that are focused on improving student achievement. These activities include all of the activities identified in the SPDG, but also extensive professional development activities offered by the OPI and those supported by IDEA Part B funds and offered through the CSPD regions. All of the improvement activities identified in the preceding paragraph are professional development activities. This revision will result in making the SPP and APR more readable documents.

5. Revision to Improvement Activity: Improvement activity #7, *"Continue to collaborate with the Big Horn Teacher projects at MSU-Billings in an effort to support Indian Education for All activities"* has been revised to *"Continue to collaborate with the OPI Indian Education Division and other agencies on projects and activities which focus on improving American Indian student achievement."*

This change was made to be more inclusive of all projects and activities that are conducted for the purpose of improving American Indian student achievement.

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development****Monitoring Priority: FAPE in the LRE****Indicator 4:** Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2006 (2006-2007)	A. Given a minimum N of 10, maintain the percent of the LEAs identified as having significant discrepancy in long-term suspension and expulsion rates for students with disabilities at 0%, within a 99% confidence interval.

Significant Discrepancy Definition

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

Actual Target Data for FFY 2006 (2006-2007 School Year)**Indicator 4A**

Statewide long-term suspension and expulsion rates for both students with disabilities and nondisabled students are presented in Table 4.1 below. The source for the data reported here is the Part B 618 data reported in Section A, Column 3B of *Table 5 Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days*.

Table 4.1 Montana Long-Term Suspension and Expulsion Rates for FFY 2006

School Year	Number of Special Education Students with Long-term Suspension or Expulsion ¹	Special Education Child Count ²	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion ³	General Education Enrollment ⁴	Regular Education Long-term Suspension and Expulsion Rates
2006-2007	129	16515	0.8%	400	143334	0.3%

¹Count of students with disabilities who qualify for services under IDEA, with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

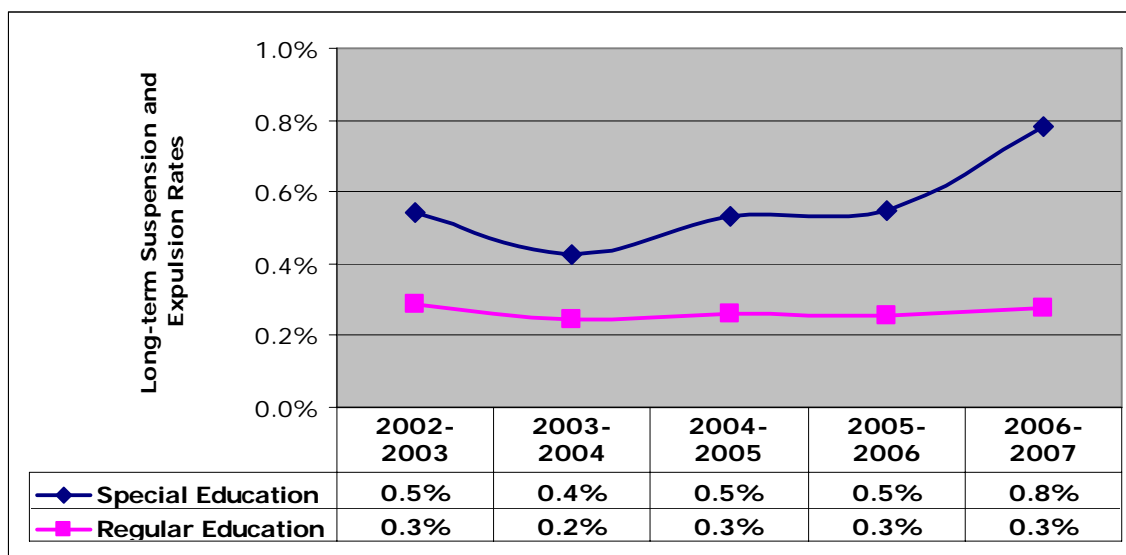
²Special education counts are students with disabilities who qualify for services under IDEA, ages 6-21, reported on the December 1st child count.

³Count of nondisabled students with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

⁴Students enrolled as of October 1st of the count year in grades K-12. This count includes students with disabilities who qualify under IDEA and can not be disaggregated.

Target data for the 2006-2007 school year indicate that the rate of long-term suspension and expulsions for students with disabilities is **0.8** percent, while the rate for non-disabled students is **0.3** percent (see Table 4.1 above).

Trend data for long-term suspension and expulsion rates are presented in Figure 4.1 below. The trend data is used to compare the long-term suspension and expulsion rates for students with disabilities to the rates of nondisabled students over time.

Figure 4.1 Montana Long-Term Suspension and Expulsion Rates Trend Data**Analysis of Target Data for FFY 2006 (2006-2007 School Year)**

The target data for FFY 2006 indicate that there is a .5 percent gap between the long-term suspension and expulsion rates of students with disabilities compared to the rates of nondisabled students. Analysis of trend data also indicates that the long-term suspension and expulsion rates for students with disabilities are consistently higher than the rates for nondisabled students (see Figure 4.1 above). Further, there is an indication that while the long-term suspension and expulsion rates for nondisabled students has remained relatively stable over the last five years, the long-term suspension and expulsion rates for students with disabilities is increasing. In a state such as

Montana, with a relatively small population of students with disabilities, there is a high probability of significant variations in the data from year to year. Extensive analysis of changes in long-term suspension and expulsions rates for students with disabilities was conducted to determine what factors may have contributed to the increase in suspension and expulsion rates. The results of the analysis are reported in Table 4.2 below.

Table 4.2 Number of LEAs and Range of Change in Long-Term Suspension and Expulsions

Range of Changes in Long-Term Suspension and Expulsions between FY 2005 and FFY 2006	Number of LEAs
Increase of 1-4 students	36
Increase of 5-8 students	4
Decrease of 1-4 students	33
Decrease of 5-8 students	1

The overall change in the number of suspension and expulsions of students with disabilities was 34 students. A review of LEAs demonstrates that changes were distributed across most of the LEAs in the state. There were 40 LEAs that reported an increase of one to eight students in the number of suspension and expulsions of students with disabilities, with the majority of these LEAs reporting a change of one to four students. Conversely, there were 34 LEAs that reported a decrease of one to eight students in the number of suspensions and expulsions for students with disabilities, with the majority of these LEAs reporting a change of one to four students. This analysis suggests that, between the 2005-2006 school year and the 2006-2007 school year, the percent of change in suspension and expulsion rates for students with disabilities within the LEAs are too small to be statistically significant.

LEA Review to Identify Significant Discrepancies

In its letter and accompanying table dated June 15, 2007, to the OPI, the Office of Special Education Programs stated that Montana "did not use an appropriate method of identifying significant discrepancies because it included a review of policies, practices, and procedures as a part of its identifying process. To correct this noncompliance the state must demonstrate in the FFY 2006 APR that it has adopted and used an appropriate method of identifying significant discrepancies either in or among LEAs based on the FFY 2005 and FFY 2006 data." As a result of this requirement, data for FFY 2005 and FFY 2006 are presented here.

Montana conducted a review of LEA long-term suspension and expulsion rates for students with disabilities to determine if there is a significant discrepancy in the rates of long-term suspensions and expulsions of students with disabilities when compared to the rates of long-term suspension and expulsion rates of nondisabled students within each LEA. Using a test of the difference between proportions as the revised methodology for identifying significant discrepancy, an LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

Table 4.3 below presents a summary of the OPI review of LEA-level long-term suspension and expulsion data for students with disabilities to identify significant discrepancies for FFY 2005 (2005-2006 school year).

Table 4.3 Review of Montana LEA Long-Term Suspension and Expulsion Data for FFY 2005

School Year	Number of LEAs ¹	Number of LEAs reporting long-term suspensions and/or expulsions ²	Number of LEAs reporting long-term suspension and/or expulsions for students with disabilities ³	Percent of LEAs reporting long-term suspension and/or expulsions for students with disabilities ⁴	Number of LEAs with Minimum N of 10	Percent of LEAs identified with significant discrepancy ⁵
2005-2006	436	117	46	10.6%	1	0%
¹ Number of public schools in Montana for the school year 2005-2006 ² Number of public schools that reported long-term suspension and/or expulsions. The LEAs may be duplicated in that an LEA may have suspended or expelled both special education and regular education students. ³ Of the number of all LEAs in the state, the number of LEAs reporting long-term suspension and/or expulsions for students with disabilities. ⁴ Of the number of all LEAs in the state, the percent reporting long-term suspension and/or expulsions for students with disabilities. ⁵ The percent of LEAs identified with a significant discrepancy in the rates of long-term suspension and expulsions between students with disabilities and nondisabled students.						

For FFY 2005, **10.6** percent (or 46) of the total number of LEAs in the state reported long-term suspension and expulsions of students with disabilities. Within these LEAs, **one** LEA had a minimum N of 10 or more necessary to produce statistically reliable results. This LEA reported 11 students with disabilities subjected to long-term suspensions and expulsions. A test of difference between proportions indicated no statistical difference between the rates of long-term suspensions and expulsions of students with disabilities and the rates for nondisabled students within this LEA. Therefore, no LEAs were identified as having a significant discrepancy in the rate of long-term suspension and expulsions for students with disabilities.

Table 4.4 below presents a summary of the OPI review of LEA-level long-term suspension and expulsion data for students with disabilities to identify significant discrepancies for FFY 2006 (2006-2007 school year).

Table 4.4 Review of Montana LEA Long-Term Suspension and Expulsion Data for FFY 2006

School Year	Number of LEAs ¹	Number of LEAs reporting long-term suspensions and/or expulsions ²	Number of LEAs reporting long-term suspension and/or expulsions for students with disabilities ³	Percent of LEAs reporting long-term suspension and/or expulsions for students with disabilities ⁴	Number of LEAs with Minimum N of 10	Percent of LEAs identified with significant discrepancy ⁵
2006-2007	425	108	51	12.0%	2	0%
¹ Number of public schools in Montana for the school year 2005-2006 ² Number of public schools that reported long-term suspension and/or expulsions. The LEAs may be duplicated in that an LEA may have suspended or expelled both special education and regular education students. ³ Of the number of all LEAs in the state, the number of LEAs reporting long-term suspension and/or expulsions for students with disabilities. ⁴ Of the number of all LEAs in the state, the percent reporting long-term suspension and/or expulsions for students with disabilities. ⁵ The percent of LEAs identified with a significant discrepancy in the rates of long-term suspension and expulsions between students with disabilities and nondisabled students.						

For FFY 2006, **12** percent (or 51) of the total number of LEAs in the state reported long-term suspension and expulsions of students with disabilities. Within these LEAs, **two** LEAs had a minimum N of 10 or more necessary to produce statistically reliable results. A test of difference between proportions indicated no statistical difference between the rates of long-term suspensions and expulsions of students with disabilities and the rates for nondisabled students in each of the LEAs. Therefore, no LEAs were identified as having a significant discrepancy in the rate of long-term suspension and expulsions for students with disabilities.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data in Table 4.5 below is used to assess the state's progress in meeting its performance target for FFY 2006. The OPI set a target, based on a minimum N of 10, of maintaining 0 percent of LEAs identified as having a significant discrepancy in long-term suspension and expulsion rates for students with disabilities, within a 99 percent confidence interval.

Table 4.5 Montana Performance Target Status for FFY 2006

School Year	Number of LEAs (a)	Number of LEAs with a Minimum N of 10	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a) * 100	SPP Performance Target	State Performance Status
2006-2007	425	2	0	0.0%	0.0%	Met Target

For FFY 2006, **0** percent of the LEAs were identified as having a significant discrepancy in the long-term rates of suspensions and expulsions of students with disabilities when compared to the long-term rates of suspension and expulsions of nondisabled students. Given a sample size of a minimum N of 10, the state has met its performance target of 0 percent, within a 99 percent confidence interval.

Indicator 4B

In accord with instructions from the Office of Special Education Programs, states do not have to address or report performance related to Indicator 4B in this Annual Performance Report.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Montana met its performance target for the 2006-2007 reporting period. No LEAs were found to have a significant discrepancy in long-term suspension/expulsion rates. Additionally, review of 2006-2007 findings from written complaints, due process and procedural compliance reviews shows no corrective actions were issued to LEAs related to this performance indicator. Overall, Montana continued to have an extremely low rate of long-term suspensions and expulsions. School administrators worked closely with staff and parents to implement strategies that resulted in students remaining in school and receiving their education. It is felt that the identified improvement activities have been successful in assisting schools in addressing behavioral issues and maintaining a low level of long-term suspensions and expulsions.

Following are the activities completed under specifically identified Improvement Activities in the State Performance Plan.

1. Continue to make "on-time technical assistance available to school personnel through the EAP and OPI staff.

The EAP continued to provide 'on-time' technical assistance to school personnel when they had questions regarding discipline procedures under IDEA and suggested strategies school personnel and parents could use to address the discipline issue while not having to implement long-term suspension or expulsion. In most cases, this technical assistance was successful and the student was not subjected to a long suspension or expulsion.

2. Continue to monitor compliance with IDEA regulations regarding suspensions and expulsions through compliance monitoring procedures.

School improvement/compliance monitors included a file review of a sampling of student records for those students who were subjected to a long-term suspension or expulsion to ensure IDEA procedures were followed. No corrective actions were given in 2006-2007 to an LEA for failure to comply with the discipline provisions under IDEA.

3. Continue to make MBI training available to school personnel.

The OPI, in collaboration with the Montana Board of Crime Control, again sponsored an MBI Summer Institute in June. Over 710 participants attended strands addressing Indian Education, Instructional Strategies, working with families, suicide prevention, sportsmanship, safe routes to schools, cyber safety, schoolwide discipline plans and challenging behaviors. The specific strategies presented and discussed at the MBI conference, particularly those addressing discipline and challenging behavior, addressed this indicator. Nineteen schools, of which three were high schools, newly implemented the MBI strategies in their school in 2006-2007. To date, over 360 schools and 11 Early Childhood sites have received MBI facilitator training. Information on the MBI can be found at the following Web site <http://www.opi.mt.gov/mbi/Index.html>.

Over 500 students attended the MBI Youth Days sponsored by the OPI. Youth Day activities focused on promoting positive school climate, citizenship skills, sportsmanship, diversity and community building. Schools brought student teams composed of middle and high school students who had the potential for implementing positive changes in their school environment.

School personnel and parents report that MBI training has been particularly effective in proactively addressing student discipline issues and reducing the need for suspension or expulsion procedures.

4. Continue to provide TA and training to LEAs to assist them with strategies that will lead to fewer suspensions/expulsions.

The CSPD regions provided training for LEAs on positive behavior supports and non-violent crisis intervention. In addition, some of the regional CSPD councils provided scholarships to school personnel to assist them in attending the MBI Summer Institute.

The OPI staff provided training to school personnel at the CEC conference on school discipline procedures.

5. Provide guidance to LEAs on discipline procedures and make this available on the OPI Web site.

The OPI continued to provide a technical assistance guide on disciplinary removals under the IDEA on its Web site at <http://www.opi.state.mt.us/PDF/SpecED/guides/SuspguideMay02.pdf>.

6. Work with the Division of Indian Education to identify promising practices to decrease long-term suspensions and/or expulsions for American Indian students.

The Indian Education Division was one of the partners in the design of the MBI Summer Institute. The Divisions of Special Education, Educational Opportunity and Equity, and Indian Education worked collaboratively to support school improvement activities for those schools identified as in need of school improvement.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year [If applicable])

In its letter and accompanying table dated June 15, 2007, to the OPI, OSEP stated that Montana "did not use an appropriate method of identifying significant discrepancies because it included a review of policies, practices, and procedures as a part of its identifying process. To correct this noncompliance the state must demonstrate in the FFY 2006 APR that it has adopted and used an appropriate method of identifying significant discrepancies either in or among LEAs based on the FFY 2005 and FFY 2006 data."

As a result of OSEP's requirement and based on clarification provided at the 2007 OSEP Leadership Conference, the OPI has made the following revisions to its State Performance Plan (SPP).

1. Revision to definition of Significant Discrepancy

The definition of *Significant Discrepancy* has been revised as follows: An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

2. Revision to state's targets

The performance targets for indicator 4A have been revised to ensure consistency with the definition of Significant Discrepancy. The target for each year of the State Performance Plan reads as follows:

Given a minimum N of 10, maintain the percent of the LEAs identified as having significant discrepancy in long-term suspension and expulsion rates for students with disabilities at 0 percent within a 99 percent confidence interval.

3. Revision to narrative for Indicator 4A Page 39 of the SPP

Identifying Districts for Significant Discrepancy-Indicator A

Indicator A

The assessment of an LEA's performance based on long-term suspension and expulsion rates is accomplished by comparing the LEA's long-term suspension and expulsion rates for students with disabilities to the LEA's long-term suspension and expulsion rates for nondisabled students. The OPI conducts a test of the difference between proportions to determine if there is a *statistically significant difference*. The *level of statistical significance* has been set at a .01 level and with a minimum sample size of 10. In other words, in districts with sample sizes of greater than 10, we ensure that we are **99** percent confident that the results are due to a real difference in the population and not by chance factors². If an LEA demonstrates a statistically significant difference in its long-term suspension and expulsion rates for students with disabilities when compared to its long-term suspension and expulsion rates for nondisabled students, the LEA is identified as having a *significant discrepancy*.

To ensure statistically sound data when assessing statistical differences between the rates of long-term suspension and expulsions for students with disabilities and nondisabled students, the OPI applies a minimum N and a 99 percent confidence level to reduce the effect of small sample sizes on the determination of significant discrepancy. The use of a minimum N and confidence level is intended to improve the validity and reliability of the determination of significant discrepancy by reducing the risk of falsely identifying an LEA as having a significant discrepancy when, in fact, there is no real difference in the population.

If, based on an LEA's data, the LEA is found to have a significant discrepancy in long-term suspension and expulsion rates for students with disabilities, the OPI informs the LEA of its determination and conducts a review of the LEA's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that the policies, procedures and practices comply with IDEA. The LEA-level review includes review of selected student files, review of district policies and their implementation and interviews with selected school personnel and parents, as determined appropriate. If, as a result of the review, it is determined that the LEA must revise its policies, practices and or procedures, a corrective action(s) and timeline(s) for completion of the corrective action(s) are given to the LEA.

Indicator 4B

In accord with the OSEP's instructions, the OPI did not report on 4 B of this indicator for the 06-07 reporting period. Additionally, no revisions were made to 4B in the SPP. Revisions will be made in the future, as required, following receipt of guidance from the OSEP.

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development****Monitoring Priority: FAPE in the LRE****Indicator 5:** Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;³
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<p>A. Given a minimum N of 10, 48.5% of students with disabilities removed from regular class less than 21% of the day within a 95% confidence interval.</p> <p>B. Given a minimum N of 10, 12.5% of students with disabilities removed from regular class greater than 60% of the day within a 95% confidence interval.</p> <p>C. Given a minimum N of 10, 1.8% of students with disabilities served in public or private separate schools, residential placements, or to homebound or hospital placements within a 95% confidence interval.</p>

Actual Target Data for FFY 2006 (2006-2007 School Year)

The FFY 2006 (2006-2007 School Year) educational placement target data for students with disabilities, ages 6-21, are provided in Table 5.1 below. The data source used is the Part B 618 data

³ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended* and *Table 3 Part B, Individuals With Disabilities Education Act Implementation of FAPE Requirements*.

Table 5.1 Montana Educational Placement Data for the 2006-2007 School Year

SPP Indicator	Education Environment	Special Education Setting Count ¹ (a)	Special Education Child Count, ages 6-21 ² (b)	Educational Placement Percent % = (a/b) * 100
Indicator 5A	Removed from Regular Class < 21% of the day	8147	16623	49.0%
Indicator 5B	Removed from Regular Class > 60% of the day	2031	16623	12.2%
Indicator 5C	Served in Separate Facilities ³	214	16623	1.3%

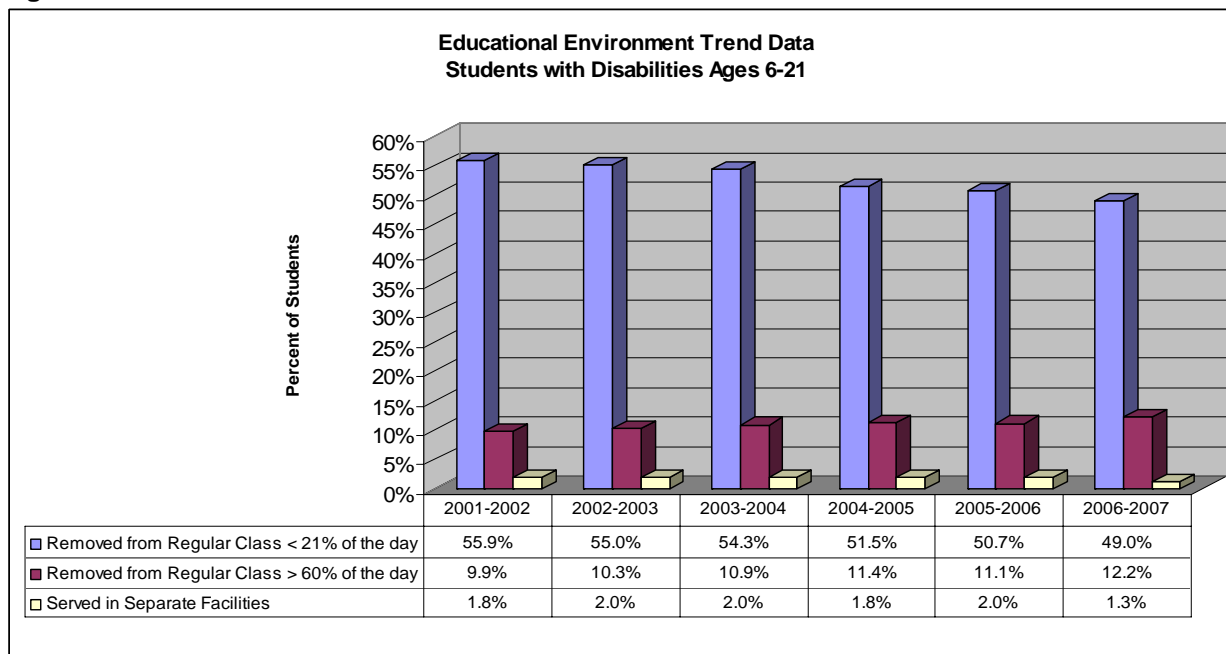
¹Special Education Setting Count is reported annually with the December 1st Special Education Child Count data collection and includes students with disabilities, ages 6-21.

²Special Education Child Count is the annual December 1st Special Education Child Count data collection and includes students with disabilities, ages 6-21.

³Separate Facilities include a count of students with disabilities, ages 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements.

Trend data are presented in Figure 5.1 for the educational placement of students with disabilities, ages 6-21, in order to compare educational placement patterns over time.

Figure 5.1 Montana Educational Placement Trend Data



Analysis of Target Data for FFY 2006 (2006-2007 School Year)

The target data for FFY 2006 indicate that **49** percent of students with disabilities are removed from the regular class for less than 21 percent of the day, while **12.2** percent are removed from regular class for greater than 60 percent of the day. A small percentage of students with disabilities (**1.3%**) receive their education in public or private separate facilities (see Table 5.1 above).

Trend data above indicate a **1.4** percent average annual **decrease** over the last five years in the percentage of students with disabilities removed from the Regular Class for less than 21 percent of the day, and a **0.5** percent average annual **increase** over the last five years in the percentage of students removed from the Regular Class for greater than 60 percent of the day. In addition, trend data indicate a **0.1** percent **decrease** over the last five years in the percentage of students with disabilities being served in separate facilities (see Figure 5.1 above). These findings are consistent with our expectations when setting the performance targets for this indicator as outlined in our State Performance Plan. At the time we submitted our original State Performance Plan, trend data suggested that the downward trend would continue for several years until such time as the applied intervention strategies begin to reverse this trend.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 5.2 below is used to assess the state's progress in meeting its performance target for FFY 2006. Based on a minimum N of 10 and within a 95 percent confidence interval, the state set a target of **48.5** percent of students with disabilities removed from the Regular Class for less than 21 percent of the day, **12.5** percent of students with disabilities removed from the Regular Class for greater than 60 percent of the day, and **1.8** percent of students with disabilities are served in public or private separate facilities.

Table 5.2 Montana Performance Target Status for FFY 2006

SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
Indicator 5A	Removed from Regular Class < 21% of the day	8147	49.0%	48.3%	49.8%	48.5%	Met Target
Indicator 5B	Removed from Regular Class > 60% of the day	2031	12.2%	11.7%	12.7%	12.5%	Met Target
Indicator 5C	Served in Separate Facilities	214	1.3%	1.1%	1.5%	1.8%	Met Target

Indicator 5A

For FFY 2006 (2006-2007 school year), **49** percent of students with disabilities are **removed from the Regular Class for less than 21 percent of the day**. The established performance target for FFY 2006 as reported in our State Performance Plan is **48.5** percent (see Table 5.2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the special education educational placement percent and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

Indicator 5B

For FFY 2006 (2006-2007 school year), **12.2** percent of students with disabilities are **removed from the Regular Class for greater than 60 percent of the day**. The established performance target for FFY 2006, as reported in our State Performance Plan, is **12.5** percent (see Table 5.2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the special education educational placement percent and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

Indicator 5C

For FFY 2006 (2006-2007 school year), **1.3** percent of students with disabilities are **served in public or private separate facilities**. The established performance target is **1.8** percent (see Table 5.2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the special education educational

placement percent and the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

LEA Review

Montana also conducted a review of LEAs to determine their performance in meeting the state's established performance targets for Indicator 5 for FFY 2006 (2006-2007 school year). The results of the LEA review are presented in Table 5.3 below.

Table 5.3 Results of Review of Montana LEA Performance for FFY 2006

SPP Indicator Measure	Number of LEAs With Students with Disabilities (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 Not Meeting State Performance Target (d)	
		#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
Indicator 5A	438	233	53.2%	186	79.8%	47	20.2%
Indicator 5B		168	38.4%	153	91.1%	16	9.5%
Indicator 5C		53	12.1%	39	73.6%	14	26.4%

For FFY 2006, there were 438 LEAs reporting students with disabilities for the December 1st child count. Of these reporting LEAs, **53.2** percent met the minimum N of 10 for the subgroup of students with disabilities removed from regular class less than 21 percent of the school day, **38.4** percent met the minimum N of 10 for the subgroup of students with disabilities removed from the regular class for more than 60 percent of the school day, and **12.1** percent met the minimum N of 10 for the subgroup of students with disabilities receiving special education and related services in separate schools.

Indicator 5A

For FFY 2006, **79.8** percent of the LEAs **met** the state performance target for students with disabilities removed from the regular class less than 21 percent of the school day, while **20.2** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Indicator 5B

For FFY 2006, **91.1** percent of the LEAs **met** the state performance target for students with disabilities removed from the regular class for more than 60 percent of the school day, while **9.5** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Indicator 5C

For FFY 2006, **73.6** percent of the LEAs **met** the state performance target for students with disabilities receiving special education and related services in separate schools, while **26.4** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Although the OPI met all of its performance targets for this indicator, review of trend data shows a decrease in the percent of students removed from regular class for less than 21 percent of the day and an increase in the percent of students removed from regular class for more than 60 percent of the day. This trend indicates a steadily growing number of students in more restrictive settings. Although there was an overall decrease in child count of 3.6 percent between 2005-2006 and 2006-2007, there was a 9 percent increase in students identified with Autism. The OPI believes this trend is not related to a lack of providing appropriate improvement activities, but rather results from the increasing number of students with more severe disabilities who require intensive special education services, some of which are determined by the IEP team to be more appropriately provided in a

setting other than the regular education classroom. A review of findings from written complaints, due process and procedural compliance monitoring shows there were no corrective actions issued in the 2006-2007 school year related to least restrictive environment.

Overall, Montana has a very small number of students with disabilities receiving their education in a separate setting or in placements outside the regular classroom. All decisions regarding the least restrictive environment are made by the IEP team based on the individual needs of the student in accord with the requirements under IDEA. In most cases, the placement of a student in a separate facility is made by another state agency and not for the purpose of education. Examples of this would be placements made by other state agencies such as the Department of Corrections or the Department of Public Health and Human Services for reasons other than education.

The OPI is in its second year of implementation of the SPDG. Activities implemented as a part of the SPDG grant and professional development activities implemented by CSPD regions and the OPI with IDEA Part B funds have been instrumental in providing the necessary skills for instructional personnel to meet the needs of students with disabilities in the general education setting. Professional development has also assisted special education personnel and IEP team members in designing individualized education programs (IEP) that will help to prepare students with more significant disabilities to obtain the academic and/or behavioral skills that will result in more time spent in the regular education setting.

Following is a summary of improvement activities conducted during FFY 2006 (2006-2007 school year).

1. Continue to provide technical assistance and support to LEAs to assist them in providing FAPE in the LRE.

Division of Special Education staff continue to provide direct technical assistance to schools, on request, to assist them in the development of behavioral plans and implementation of positive behavioral supports for students with disabilities so they are more able to be served in the regular education setting. Professional development/training activities are also made available through the SPDG and CSPD activities funded through IDEA to assist the LEAs. Training activities are ongoing and have included, but are not limited to, the following: Positive behavioral supports, evidenced-based reading strategies, instructional design and evaluation, mentoring, differentiated instruction, and response to intervention. The SPDG annual performance report provides a more in-depth report of the activities funded through the SPDG. The report is available by clicking on the following link: <http://www.opi.mt.gov/PUB/PDF/SpecED/STRIDE/07GrantPerfRpt.pdf>.

The OPI implements a Deaf-Blind project in collaboration with the University of Montana Rural Institute and the Montana School for the Deaf and the Blind. This project provides technical assistance to LEAs on issues related to providing FAPE in the LRE to students with deaf-blindness. As a part of this project, training is made available to parents, as well as school personnel.

The Montana School for the Deaf and Blind (MSDB) provides technical assistance to LEAs through its outreach services which are funded, in part, with IDEA Part B funds. Technical assistance regarding evaluation and the provision of special education and related services helps to ensure that FAPE is provided in the LRE.

2. Using compliance monitoring procedures, continue to review LEAs' documentation to ensure placement decisions are made in accord with IDEA and state regulations.

As a part of its monitoring review procedures, the OPI monitoring staff review a sample of student files to determine if the LEA has met requirements under IDEA. Included in this review is documentation related to LRE. Montana has always required that placement decisions and parent approval of placements is done on an annual basis. No corrective actions were given in 2006-

2007 related to settings of services (placements) and an LEA's failure to make placements in accord with LRE requirements under IDEA.

3. Continue to provide training for general education personnel on strategies to use in responding to students with disabilities needs in the regular education setting.

The SPDG and IDEA funds support training activities for general education personnel to provide them with the skill sets to respond to students with disabilities needs in the regular education. Additionally, regular education personnel may participate in any training offered through the CSPD regions or OPI training activities. Division of Special Education staff provided workshops for general education teachers as a part of the MEA/MFT conference, as well as at other state conferences and CSPD workshops. The annual MBI conference has been extremely successful in providing general education personnel the skills necessary to implement positive supports in the regular education setting.

4. Provide training on the use of technology as access to the general curriculum.

The OPI provides a technical assistance document titled "Assistive Technology" on its Web site at <http://www.opi.state.mt.us/PDF/SpecED/guides/AssistiveTechGuide.pdf>. This document has been instrumental in assisting school personnel in making decisions regarding the use of technology as a means of access to the general curriculum. Additionally, LEAs have access to ESEA Title II, Part D, funds for professional development on using technology for improving student achievement and access to the general curriculum.

5. Continue to provide technical assistance to LEAs on educational practices that provide opportunities for children with disabilities to be educated with nondisabled peers.

The CSPD regions provided technical assistance in the form of training for school personnel. Following is an example of some of the topics addressed: Building Number Sense; orientation to RtI; The Difficult Child; Managing Angry and Defiant Students; Behavior Management and Instructional Strategies That Work; Conscious Discipline; and Research-Based Curriculum. Workshop participants included general and special education teachers, related services personnel, paraeducators, administrators, and others. Building teachers' knowledge and skills in effective instructional strategies and behavior management has a positive impact on meeting students with disabilities needs in the general education setting.

The Division of Special Education, through its SPDG Grant, employs an instructional strategies coach to assist LEAs on effective educational practices that help to address the needs of all students, including students with disabilities, in the general education setting.

Paraeducator academies are available to assist paraprofessionals in acquiring the skills and knowledge to support instruction in the general education, as well as the special education setting. Skilled paraprofessionals in the general education setting are a vital support to teachers in meeting the needs of students in the general education setting. The following link on the OPI Web site serves as a resource to paraeducators and school administrators:
<http://www.opi.mt.gov/CSPD/Para.html>.

6. Initiate training on universal design.

Professional development initiatives of the SPDG focused on access to the general curriculum focus on pedagogical practices such as differentiated instruction and universal design. One of the objectives is to provide schools with multiple avenues of support through which teachers increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students. The WE Teach All initiative provided professional development and support to schools implementing differentiated instruction. High implementing schools worked to recruit other schools to implement differentiated instruction. This plan resulted in mixed success.

Schools which have been implementing differentiated instruction since the We Teach All initiative was first implemented have requested additional training to assist them in increasing their program effectiveness. A copy of the SPDG and the grant's 2007 Annual Performance Report are available on the OPI Web site at <http://www.opi.state.mt.us/SpecEd/SIG2.html>.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2006 (2006-2007 School Year) *[If applicable]***

In the response table included with OSEP's June 15, 2007, letter to the OPI, it stated the following: "The state met its targets for FFY 2005. However, OSEP could not determine Montana's progress for Indicators 5A and 5C because of inconsistencies between the baseline data reported in the SPP and the APR...Montana must clarify its baseline in the FFY 2006 APR due February 1, 2008."

Following a review of the baseline data reported in the SPP, it was determined that the baseline data for 5A and 5C was accurate as reported. However, there were typos found in the FFY 2005 APR which led to the inconsistency between the SPP and the APR. The typos in the 2005 APR for this indicator will be corrected. The correction will not affect the results that the state met its FFY 2005 targets for these indicators.

No revisions are required for this indicator in the SPP. Therefore, none were made.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	

Actual Target Data for FFY 2006 (2006-2007 School Year)

In accord with OSEP instructions for the Part B State Performance Plan and Annual Performance Report, states are not required to report on this Indicator for FFY 2006.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007 School Year):

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) *[If applicable]*

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development****Monitoring Priority: FAPE in the LRE**

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Given a minimum N of 10, the Parent Involvement Percentage will be 65.5% within a 95% confidence interval.

Actual Target Data for FFY 2006 (2006-2007 School Year)

Table 8.1 below presents the results of parent respondents who reported that schools facilitate parent involvement.

Table 8.1 Percent of Parents Who Report that the School Facilitated Their Involvement

	FFY2006
Total number of Parent respondents	533
Number who reported school facilitated their involvement	367
Percentage who reported school facilitated their involvement	68.9%

In FFY 2006, for those LEAs who were to receive a compliance monitoring in the 2007-2008 school year, all parents of students, ages 3-21, receiving special education services during the 2006-2007 school year were asked to complete and then mail the survey to Mountain Plains Regional Resource Center (MPRRC). Parents were assured of anonymity. A total of 3,318 surveys were distributed and 533 were returned for a response rate of 16.1

To report on this indicator, each of the 533 survey respondents received a percent of maximum score based on their responses to all 26 items. A respondent who rated their experiences with the school a "6" (Very Strongly Agree) on each of the 26 items received a 100 percent score; a respondent who rated their experiences with the school a "1" (Very Strongly Disagree) on each of the 26 items received a 0 percent score. A respondent who rated their experiences with the school a "4" (Agree) on each of the 26 items received a 60 percent score. (Note: a respondent who **on average** rated

their experiences a “4,” e.g., a respondent who rated 8 items a “4,” 9 items a “3,” and 9 items a “5,” would also receive a percent of maximum score of 60%.) A parent who has a percent of maximum score of 60 percent or above was identified as one who reported that the school facilitated his/her involvement. A 60 percent cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that school facilitated their involvement.

Reliability and Validity

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by size of district where the child attends school; (3) by the race/ethnicity of the child; and (4) by the age of the child. For example, 86 percent of the parents who returned a survey indicated that their children are white, and 76 percent of special education students in the monitored districts are white. Even though parents of white children were slightly more likely to complete a survey than parents of non-white children, survey responses did not vary significantly by race/ethnicity. Representativeness was also ensured by a cross-section of parents with children of various types of disabilities responding to the survey. Weighting of survey responses was not necessary given the representativeness of the respondents and the lack of significant differences among groups of respondents.

Furthermore, the reliability of the results were reaffirmed by contacting a random sample of 55 parents. This random sample of parents were called and asked five key questions from the Parent Survey. The responses of the phone interviewees were compared to the responses of those who completed and mailed the Parent Survey. The percent of phone respondents who agreed to each item was compared to the percent of mail respondents. There were no significant differences. Thus, the phone respondents were no more or no less satisfied than the mail respondents; as such, nonresponse bias is not present. This suggests that the results based on the mail respondents are representative of all parents of students with disabilities.

Trend data of school-facilitated parental involvement are presented in Table 8.2 below.

Table 8.2 Montana Parental Involvement Trend Data

	FFY 2005	FFY 2006
Total number of Parent respondents	539	533
Number who reported school facilitated their involvement	353	367
Percentage who reported school facilitated their involvement	65.5%	68.9%

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 8.3 below is used to assess the state's progress in meeting its performance target for FFY 2006.

Table 8.3 Montana Performance Target Status for FFY 2006

School Year	Number who reported school facilitated their involvement	Total number of Parent respondents	Percentage who reported school facilitated their involvement	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	367	533	68.9%	65.5%	Met Target

For FY 2006, the state's established performance target for this indicator is **65.5** percent. The results of the parent survey for the 2006-2007 school year indicate that the percent of parent respondents who reported the school facilitated their involvement is **68.9** percent. Therefore, Montana has **met** this performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 school year)

As indicated in Table 8.2, the percentage of parents who reported that the school facilitated their involvement increased from FFY 2005 to FFY 2006. Possible reasons for the increase are the efforts of the OPI, the Parent Information Center (PLUK) and CSPD regions to provide teachers with information about enhancing the involvement of parents in the special education process. Beginning in the fall of 2006, the annual New Teacher Training and Compliance Monitoring Trainings were expanded to include information and skills-training on helping parents participate in the education of their child.

Additionally, the OPI has created a Web page which specifically includes information for parents, including information about organizations that offer information and training for parents of students with disabilities at the following site: <http://www.opi.mt.gov/parents/SpecialNeedsNew.html>.

- 1. The OPI will continue to work with the parent training and information center, Parents, Let's Unite for Kids (PLUK), to seek and encourage parents to become involved with their child's educational program.**

The OPI provided IDEA Part B funds in the form of a discretionary project to the PLUK to support the organization's newsletter, as well as for the purpose of providing ongoing training for parents. The PLUK organization has been instrumental in providing parents with information on rules, regulations, instructional strategies and ways in which parents can be effectively involved in their child's education. It has been found that the more informed the parent is about their child's educational needs, the more likely the parent will participate in decisions regarding their child's education.

- 2. The OPI, with the support of its regional CSPD structure, will share strategies and best practices with school personnel and LEAs on improving parental involvement.**

Information on improving parent involvement was included in new teacher training workshops as well as in workshops conducted by school improvement/monitoring staff.

- 3. The OPI will continue to make available special education information on its Web site to keep parents informed.**

The OPI places all of its technical assistance guides and other resource documents on its Web site. Information is continually added as it becomes available.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 school year) [If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development:****Monitoring Priority: Disproportionality**

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification is 0% within a 99% confidence interval.

Definition of Disproportionate Representation

An LEA is determined to have *disproportionate representation* (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Actual Target Data for FFY 2006 (2006-2007 School Year)

Target data on the identification of LEAs as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification is shown below in Table 9.1 The data source for the calculation of disproportionate representation is the IDEA – Part B Child Count data for children with disabilities ages 6 through 21 as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act*.

Table 9.1 Disproportionate Representation Due to Inappropriate Identification Procedures for FFY 2006

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100
2006-2007	427	4	0	0.0%

Table 9.1 above shows that racial and ethnic data were reviewed for 427 LEAs in Montana. Using a minimum N of 10 and a 99 percent confidence interval, a test of difference between proportions was used to measure statistically significant differences between the special education identification rate for students of a specific racial and ethnic group and the special education identification rate for all other students within that LEA. Target data show that **four** out of the 427 LEAs demonstrated a statistically significant difference, resulting in determination of disproportionate representation of racial and ethnic groups in special education and related services. Further, target data show that none of the four LEAs identified with disproportionate representation were determined to have disproportionate representation due to inappropriate identification.

Racial and ethnic disproportionality data for the four LEAs identified with disproportionate representation is presented in Table 9.2 below.

Table 9.2 Montana LEAs with Disproportionate Representation for FFY 2006

LEA	Racial and Ethnic Group	District Reference Group Count ¹ (a)	District Reference Group Enrollment ² (b)	District Comparison Group Count ³ (c)	District Comparison Group Enrollment ⁴ (d)	District Reference Group Pct % = (a/b) * 100	District Comparison Group Pct % = (c/d) * 100	Disproportionate Representation Status
District 1	White, Non-Hispanic	571	4843	160	770	11.8%	20.8%	Under-Representation
District 2	White, Non-Hispanic	10	126	3	2	7.9%	100.0%	Under-Representation
District 3	White, Non-Hispanic	70	346	14	22	20.2%	63.6%	Under-Representation
District 4	American Indian/Alaskan Native	15	22	41	217	68.2%	18.9%	Over-Representation

¹The number of students with disabilities for the specified racial and ethnic group in the LEA, as reported in the IDEA-Part B Special Education Child Count on December 1st.

²The number of students with disabilities in all other racial and ethnic groups in the LEA, as reported in the IDEA-Part B Special Education Child Count on December 1st.

³The number of students for the specified racial and ethnic group enrolled in the LEA, as reported in the OPI Annual Data Collection on October 1st.

⁴The number of students in all other racial and ethnic groups enrolled in the LEA, as reported in the OPI Annual Data Collection on October 1st.

A review of LEA racial and ethnic disproportionality data in Table 9.2 above indicate that three of the four LEAs show *under-representation* in the number of students with disabilities receiving special education and related services that are reported as White, non-Hispanic, while one of the four LEAs indicate *over-representation* in the number of students with disabilities receiving special education and related services that are reported as American Indian/Alaskan Native.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 9.3 below is used to assess the state's progress in meeting its performance target for FFY 2006 (2006-2007 school year). Based on a minimum N of 10 and within a 99 percent confidence interval, the state set a target that the percent of LEAs with disproportionate representation (both under and over) of racial and ethnic groups receiving special education and related services resulting from inappropriate identification will be **0** percent.

Table 9.3 Montana Performance Target Status for FFY 2006

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	427	0	0.0%	0.0%	Met Target

For FFY 2006 (2006-2007 school year), **0** percent of LEAs were identified with disproportionate representation due to inappropriate identification procedures. The established performance target for FFY 2006 as reported in our State Performance Plan is **0** percent (see Table 9.3 above). Therefore, Montana has **met** its performance target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Following the determination of disproportionate representation, the OPI contacted each of the LEAs and conducted a review of each LEA's policies, procedures and practices, interviewed selected LEA staff, and reviewed selected student files. Following an analysis of the reviews the OPI made its determination whether disproportionate representation was the result of inappropriate identification. There were no findings of disproportionate representation as a result of inappropriate identification.

The OPI provided extensive training on topics related to identification of students as students with disabilities under the IDEA. School improvement/compliance monitors provided a workshop for new special education teachers in fall of 2006 on special education requirements, including the documentation of general education interventions prior to referral to special education. Training on other special education requirements and procedures which have an impact on identification of students under IDEA was also provided at the spring CEC conference, MCASE meeting and at the MEA/MFT fall conference. Additionally, training activities were implemented with support of SPDG and IDEA Part B funds. Following are improvement activities conducted under each of the improvement strategies as identified in the SPP.

- 1. The OPI will continue to implement a pilot project with selected LEAs on the implementation of Early Intervening Services and the use of Response to Intervention (RtI). The OPI will provide training and technical assistance to LEAs on Early Intervening strategies.**

The RtI was in its second year of implementation under the SPDG. Four sites throughout the state received best-practices training and coaching on implementing the RtI model. Data collection and analyses focused on project outcomes are collected by an OPI contractor and will be disseminated in 2007-2008.

The OPI worked with a vendor to design an Rtl portion on the OPI Web site. The design allows for Rtl resources such as video modules, power point presentations, links to technical assistance centers and additional resources.

Two of the CSPD regions used IDEA grant funds to provide Rtl training on implementation to schools within their region. The OPI is focusing on expanding the availability of Rtl training at the local level.

2. The OPI will continue collaboration with Reading First on early intervening strategies.

This was the second year of the Reading First initiative under the SPDG grant. A second cohort consisting of 13 schools was added. Special education personnel from these schools were involved in a series of trainings across the school year. Training focused on the use of scientifically based research strategies for use with children with disabilities.

3. Provide technical assistance to schools in collaboration with the Division of Indian Education on instructional strategies in general education that may lead to fewer American Indian students identified as needing special education.

The Indian Education Division of the OPI maintains a Web site which provides curriculum materials, model lesson plans and other resources for schools to assist them in providing culturally sensitive instruction to all students. A representative of the Indian Education Division is an active participant in the state CSPD Council and assists in the design and development of technical assistance and training activities that are culturally responsive to American Indian students.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) *[If applicable]*

Following the receipt of new and clarifying information from OSEP regarding this performance indicator, revisions have been made to the SPP as follows:

1. Revision to definition of Disproportionate Representation: The definition of Disproportionate Representation has been revised to read as follows:

Definition of Disproportionate Representation

An LEA is determined to have disproportionate representation (under or over) if, given a minimum N of 10, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific race/ethnicity group receiving special education and related services compared to the proportion of students with disabilities in all other race/ethnicity groups receiving special education and related services in that LEA, within a 99 percent confidence interval.

2. Revisions to the Narrative: Extensive revisions to the narrative portion of the SPP for indicator #9 have been made to align procedures with the changes required by the OSEP and guidance provided at the OSEP Leadership conference. The revisions made to the SPP text are bolded in the revised SPP. The revisions reflect the requirements that the determination of disproportionate representation be made solely based on data and once data shows disproportionate representation (either over or under) the OPI conducts a review of LEA policies, practices and procedures to ensure identification is not the result of inappropriate identification. If, following a review of an LEA's policies, practice and procedures, the OPI determines that identification is the result of inappropriate identification, corrective actions with specified timelines are given to the LEA and the LEA is required to provide public notice of its revision(s) to policies, practices and/or procedures.

3. Revisions to Targets in the SPP.

All of the targets in the SPP for this indicator were revised to align with the revised definition of disproportionate representation. The targets were revised from "*Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification is 0 percent within a 95 percent confidence interval*" to

"Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification is 0 percent within a 99 percent confidence interval."

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification is 0% within a 99% confidence interval.

Definition of Disproportionate Representation

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of racial and ethnic groups within a specific disability category receiving special education and related services compared to the proportion of students with disabilities of all other racial and ethnic groups and within all other disability categories receiving special education and related services in that LEA, within a 99 percent confidence interval.

Actual Target Data for FFY 2006 (2006-2007 School Year)

Target data on the identification of LEAs as having disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories that is the result of inappropriate identification is shown below in Table 10.1. The data source for the calculation of disproportionate representation is the IDEA – Part B Child Count data for children with disabilities ages 6 through 21 as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act*.

Table 10.1 Disproportionate Representation Due to Inappropriate Identification Procedures for FFY 2006

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100
2006-2007	427	0	0	0.0%

Target data above show that of 427 LEAs examined to identify disproportionate representation of racial and ethnic groups in specific disability categories receiving special education and related services, none were identified as having a disproportionate representation of racial and ethnic groups in specific disability categories for the 2006-2007 school year. Further, none were identified as having disproportionate representation of racial/ethnic groups due to inappropriate identification procedures.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 10.2 below is used to assess the state's progress in meeting its performance target for FFY 2006 (2006-2007 school year). Based on a minimum N of 10 and within a 99 percent confidence interval, the state set a target that the percent of LEAs with disproportionate representation (both under and over) of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be **0** percent.

Table 10.2 Montana Performance Target Status for FFY 2006

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	427	0	0.0%	0.0%	Met Target

For FFY 2006 (2006-2007 school year), **0** percent of LEAs were identified with disproportionate representation due to inappropriate identification procedures. The established performance target for FFY 2006 as reported in our State Performance Plan is **0** percent (see Table 10.2 above). Therefore, Montana has **met** its performance target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

No LEAs were found to have disproportionate representation of racial and ethnic groups in specific disabilities categories. The OPI continued to meet the state's target. It is felt that the improvement strategies are appropriate and effective. Therefore, no changes are recommended at this time.

The OPI provided extensive training on topics related to identification of students as students with disabilities under the IDEA. School improvement compliance monitors provided a workshop for new special education teachers in fall of 2006 on special education requirements, including the documentation of general education interventions prior to referral to special education. Training on other special education requirements and procedures which have an impact on identification of

students under IDEA was also provided at the spring CEC conference, MCASE meeting and at the MEA/MFT fall conference. Additionally, training activities were implemented with support of SPDG and IDEA Part B funds. Following are improvement activities conducted under each of the improvement strategies as identified in the SPP.

1. The OPI will provide training and technical assistance to LEAs on early intervening strategies.

Refer to the response under #4.

2. The OPI will continue collaboration with Reading First on early intervening strategies.

This was the second year of the Reading First initiative under the SPDG grant. A second cohort consisting of 13 schools was added. Special education personnel from these schools were involved in a series of trainings across the school year. Training focused on the use of scientifically-based research strategies for use with children with disabilities.

3. Provide technical assistance to schools in collaboration with the Division of Indian Education on instructional strategies in general education that may lead to fewer American Indian students identified as needing special education.

The Indian Education Division of the OPI maintains a Web site which provides curriculum materials, model lesson plans and other resources for schools to assist them in providing culturally sensitive instruction to all students. A representative of the Indian Education Division is an active participant in the state CSPD Council and assists in the design and development of technical assistance and training activities that are culturally responsive to American Indian students.

4. Implement a pilot project with selected LEAs on the implementation of early intervening strategies and the use of response to intervention (Rtl) as one of the factors in determining eligibility under IDEA.

The Rtl was in its second year of implementation under the SPDG. Four sites throughout the state received best-practices training and coaching on implementing the Rtl model. Data collection and analyses focused on project outcomes are collected by an OPI contractor and will be disseminated in 2007-2008.

The OPI worked with a vendor to design an Rtl portion on the OPI Web site. The design allows for Rtl resources such as video modules, power point presentations, links to technical assistance centers and additional resources.

Two of the CSPD regions used IDEA grant funds to provide Rtl training on implementation to schools within their region. The OPI is focusing on expanding the availability of Rtl training at the local level.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) [If applicable]

Following the receipt of new and clarifying information from OSEP regarding this performance indicator, revisions have been made to the SPP as follows:

1. Revision to definition of Disproportionate Representation: The definition of Disproportionate Representation has been revised to read as follows:

Disproportionate Representation of racial and ethnic groups in specific disabilities categories means:

An LEA is determined to have disproportionate representation (under or over) if, given a minimum N of 10, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of racial and ethnic groups within a specific disability category receiving special education and related services compared to the proportion of students with disabilities of all other racial and ethnic groups within all other disability categories receiving special education and related services in that LEA, within a 99 percent confidence interval.

2. Revisions to the Narrative: Extensive revisions to the narrative portion of the SPP for indicator #10 have been made in accord with the changes required by the OSEP and guidance provided at the OSEP Leadership Conference. The revisions made to the SPP text are bolded in the revised SPP. The revisions reflect the requirements that the determination of disproportionate representation be made solely based on data and once data shows disproportionate representation, the OPI conducts a review of LEA policies, practices and procedures to ensure identification is not the result of inappropriate identification. If, following a review of an LEA's policies, practices and procedures, the OPI determines that identification is the result of inappropriate identification, corrective actions with specified timelines are given to the LEA and the LEA is required to provide public notice of its revision(s) to policies, practices and or procedures.

Revisions were made to the text to ensure compliance with the IDEA and OSEP's requirements.

3. All of the targets in the SPP for this indicator were revised to align with the revised definition of disproportionate representation. The targets were revised from "*Given a minimum N of 10 the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification is 0 percent with a 95 percent confidence interval*" to

"Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification is 0 percent within a 99 percent confidence interval."

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of children, with parental consent to evaluate, were evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Actual Target Data for FFY 2006 (2006-2007 School Year)

Table 11.1 below presents the FFY 2006 target data on the number of children, with parental consent to evaluate, were evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii). The data are taken from compliance monitoring data for the 2006-2007 school year. School Improvement/Compliance specialists reviewed the files of 260 students for whom parent consent was granted and who were initially evaluated for special education eligibility.

Table 11.1 Percent of Children, with Parent Consent, Evaluated Within a 60-day Timeline for FFY 2006

School Year	Number of children for whom parental consent to evaluate was received (a)	Number Determined Not Eligible whose evaluations were completed within 60 days (b)	Number Determined Eligible whose evaluations were completed within 60 days (c)	Percent Evaluated within 60 days % = (b+c) / a * 100	Number of evaluations Not Completed within 60 days (d)	Percent Not Completed with 60 days % = (d/a) * 100
2006-2007	260	73	149	85.4%	38	14.6%

For FFY 2006, **85.4** percent of the students with parent consent to evaluate were evaluated within the 60-day timeline, while **14.6** percent of the evaluations were not completed within 60 days. The ranges of days beyond the timeline and any reasons for delays are presented later in this section.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 11.2 below is used to assess the state's progress in meeting its performance target for FFY 2006 (2006-2007 school year).

Table 11.2 Montana Performance Target Status for FFY 2006

School Year	Number of Children for whom Parent Consent to Evaluate was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	260	222	85.4%	100.0%	Did Not Meet Target

The state's established target for this indicator is **100** percent. Target data show that the performance measure for this indicator is **85.4** percent. Therefore, Montana **did not meet** its performance target.

Range of Days and Reasons for Delay

For FFY 2006, target data indicate that 38 evaluations were not completed within the 60-day timeline. Table 11.3 below presents the range of days beyond the timeline when the evaluations were completed and the reasons for the delays.

Table 11.3 Range of Days Beyond the 60-Day Time and Reason for Delay for FFY 2006

Number of Days Beyond the 60-Day Timeline	Reason For Delay
3	No Reason Given
4	No Reason Given
5	No Reason Given
5	No Reason Given
7	No Reason Given
7	No Reason Given
7	Evaluations not conducted over Winter Break
8	Itinerant staff with holidays between dates
9	No Reason Given
9	No Reason Given
10	Evaluation not conducted over Winter Break
11	Evaluation not conducted over Winter Break
11	No Reason Given
11	No Reason Given
12	No Reason Given
13	No Reason Given
15	No Reason Given
15	No Reason Given
17	No Reason Given
17	No Reason Given
24	No Reason Given
24	No Reason Given
24	No Reason Given
27	No Reason Given
30	No Reason Given
31	Waiting to meet with Speech Pathologist
31	No Reason Given
32	Foster parent issue
37	Child turned 3 during the winter break and teacher thought 60 days timeline started at the 3rd birthday
38	Evaluations took longer to complete than originally planned
41	No Reason Given
42	No Reason Given
44	No Reason Given
47	No Reason Given
54	No Reason Given
66	Oversight
97	Evaluation not conducted over Summer
164	No Reason Given

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Analysis of 06-07 data showed that incidences of not meeting the 60-day timeline was generally a sporadic event which occurred across 82 of the 86 LEAs monitored. In other words, in 82 of the 86 LEAs monitored (95%), there were no findings of systemic noncompliance with the 60-day timeline, which required corrective action. However, four of the 86 (3.9%) LEAs monitored in 06-07 accounted for the majority of instances and each of these LEAs received a corrective action because of systemic failure to meet the 60-day timeline. Further investigation with the LEA that accounted for the most records not meeting the 60-day timeline showed that it was a result of the LEA not having an internal system for tracking evaluation timelines.

In 06-07, the OPI did not receive any complaints, or requests for due process related to failure to conduct timely initial evaluations.

The OPI is very concerned with the low performance on this indicator and plans to increase its technical assistance and training for LEA personnel on timeline requirements, as well as strategies they can use to track timelines. When the SERIMS is fully implemented, all LEAs will have the availability of the student-based system to track timelines. It is anticipated that this electronic system will be invaluable to school personnel in meeting compliance with this requirement.

Following is a report on improvement activities completed during 2006-2007.

- 1. Provide technical assistance and training to LEAs on timeline requirements.**

School improvement/compliance monitors provided training on procedural compliance procedures and timelines at a 2006 fall new teacher workshop. As a part of the training, the 60-day time line was addressed. Additional training on this compliance issue was provided at the following conferences: CEC, MCASE and MEA/MFT. Monitors also addressed this requirement when they conducted the compliance training for schools who had requested such training or which were on the schedule to be compliance monitored.

- 2. Work with contractor to ensure this data element is collected as a part of SERIMS.**

Division of Special Education staff worked with the contractor on design of the 'editors' which are to be included in the special education records student information management system. The work is still not completed and staff is continuing to work with the vendor on the design to ensure it will collect all of the required data for this performance indicator. It is anticipated that the special education student information and management system will be fully implemented in 2008-2009 in accord with the projected schedule.

- 3. The OPI will work with PLUK to ensure parents are knowledgeable of the 60-day timeline.**

The OPI provided IDEA Part B funds to support parent training and information and technical assistance activities for parents. Training and information on state and federal requirements regarding evaluations and other procedural compliance topics was provided to PLUK technical assistance providers by the OPI. The director of the OPI Early Assistance Program (EAP) also provided on-time technical assistance to parents and PLUK staff on questions related to evaluations and required timelines.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) [If applicable]

- Revisions to the SPP Performance targets: In accord with OSEP's letter of June 15, 2007, and the accompanying table, Montana was advised to "revise the language in its targets to reflect [the federal requirement at 34 CFR 300.301(c)] and the new indicator." The target in the original SPP

stated the following: " 100% of children will have *eligibility determinations completed* within 60 days of receiving parental consent to evaluate unless there is an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii). Each of the performance targets in the SPP has been revised to read as follows: **100% of children, with parental consent to evaluate, were evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).**

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development****Monitoring Priority: Effective General Supervision Part B / Effective Transition**

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.

Actual Target Data for FFY 2006 (2006-2007 School Year)

Table 12.1 below presents the data on children served in Part C and referred to Part B for eligibility determination in the 2006-2007 school year. The data was reported by Part C providers and the LEAs who received the referrals.

Table 12.1 Percent of Children with IEPs Developed and Implemented by Third Birthday For FFY 2006

Indicator 12 Measurement		Number and Percent of Children
(a)	Total Children Served in Part C and Referred to Part B for Eligibility Determination	107
(b)	Children found NOT Eligible and Whose Eligibilities were Determined Prior to Their Third Birthday	5
(c)	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	51
(d)	Parent Refusal to Provide Consent Caused Delays in Evaluation or Initial Services	19
% = $[c/(a-b-d)] * 100$	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	61.4%

Target data for FFY 2006 (2006-2007 school year) indicate that **61.4** percent of the children referred by Part C, prior to age three and found eligible for Part B, have an IEP developed and implemented by their third birthday. In addition, parent refusal for **19** of the 107 children referred by Part C caused delays in the evaluation or initial services. Further, five of the 107 children referred were found not eligible prior to their third birthday. Of the 107 children referred by Part C, **32** did not have their eligibility determined or an IEP developed and implemented by their third birthday. The range of days and reasons for the delay are presented below.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 12.2 below is used to assess the state's progress in meeting its performance target for FFY 2006. The state's established target for this indicator is **100** percent of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.

Table 12.2 Montana Performance Target Status for FFY 2006

School Year	Number of Children Referred By Part C to Part B for Eligibility Determination	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	107	51	61.4%	100.0%	Did Not Meet Target

Target data for FFY 2006 indicate the percent of children referred by Part C, found eligible for Part B and who have an IEP developed and implemented by their third birthday, is **61.4** percent, while the established performance target is **100** percent. Therefore, Montana **did not meet** its performance target.

Range of Days and Reasons for the Delay

For FFY 2006, target data indicate that 32 out of the 96 children referred by Part C did not have eligibility determined or an IEP developed and implemented by their third birthday for reasons other than parent refusal to provide consent. Table 12.3 below presents the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Table 12.3 Range of Days beyond Third Birthday for Evaluation and Reason for Delay for FFY 2006

Days Beyond Child's Third Birthday	Reason For Delay
1	Scheduling conflict
1	Schedule conflict
1	Schedule conflict
4	School not in session
5	Schedule conflict
6	Scheduling conflict
8	CST ran over time due to so much medical information. IEP rescheduled.
9	Chosen date from team
11	Special education teacher and speech therapist did not know about child until parent came in
12	Scheduling conflict
14	School was not in session 8/27. Preschool's first day was Tuesday Sept. 12, 2006.
15	Staff unable to complete in time frame
17	Teacher did not refer for testing until this date
18	Scheduling Meeting
22	Chosen date from team
23	No reason given
27	Staff unable to complete in time frame
32	Additional assessment needed
33	Referral not received until 1/15/07
35	Additional assessment needed
39	School not in session
43	Additional assessment needed
49	Waited until Sept. to do evaluations as student turned 3 during the summer
53	Late referral
54	School not in session
55	School not in session
67	School not in session during bday. Referral team determined assessing and writing an IEP in May wouldn't adequately represent development when school started in August.
80	School was out for the year, IEP developed in fall
108	ESY not warranted, waited until school resumed to do IEP
142	Child not officially referred until 10/12/07
180	Student concern form completed in January with note from Part C provider indicating that a complete E and D evaluation will be completed in March of 2007. Part C provider and District agreed to wait with the referral meeting until after testing completed.
210	Various foster placements/interference with court dates

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

The 2006-2007 school year is the first year the OPI implemented a student-based data collection system for this indicator. The data collection system was collaboratively designed with the Part C agency. The Part C agency received child specific referral data, including the dates that a child was referred to an LEA for determination of eligibility under Part B and the name of the LEA to whom the referral was made, from each Part C Provider. The Part C agency reviewed the data for accuracy and then submitted the data to the OPI for implementation of further data collection and reporting. The OPI contacted each of the LEAs to which a Part C referral was made for the purpose of collecting and reporting the following data: date of eligibility meeting, eligibility determination outcome and date of the initial IEP. If an LEA did not complete the evaluation and have an IEP in place on the child's third birthday, the LEA was required to provide an explanation for the delay.

Of the reasons given for delays, the most frequently cited reason was that school was not in session. In conducting further analysis it was learned that if it is determined that a child will not need extended school year services (ESY) during the summer, many parents do not want to have an IEP meeting until fall because they feel the child will have made progress over the summer and they want to develop the IEP in the fall following summer vacation. In a number of other cases, IEP meetings were scheduled after the child's third birthday because of need to accommodate the parent's schedule. Other critical factors which affect having an IEP in place by the child's third birthday are related to the date for which written parent consent is given and the regulation which allows for an LEA to have 60 days for completion of the evaluation. In many cases, parent consent for the evaluation is not given in sufficient time to allow for completion of an evaluation and the scheduling of an IEP meeting prior to the child's third birthday. Analysis of the data shows there is reason for concern and further investigation necessary to determine more specifically the factors leading to a delay in the implementation of an IEP by the child's third birthday.

The OPI will be working closely with the Part C agency and its providers to implement strategies that will result in services provided to children with disabilities by the child's third birthday. The OPI will also be working with its parent training and information center, PLUK, to help parents better understand the importance of early intervention services and the need for receipt of parent consent for evaluation early enough that an IEP can be in place by the child's third birthday. Technical assistance and training activities will include issues such as transition planning meetings and interagency strategies to help ensure children who have received services through Part C, and are determined eligible for Part B, have an IEP in place by age three.

The OPI did not receive any complaints or requests for due process in the 2006-2007 school year related to failure to implement services for a child with disabilities by age three. Furthermore, school improvement/compliance specialists reviewed selected records of preschool-age children as a part of their monitoring procedures to determine if the LEA failed to implement procedures to ensure IEPs were implemented by the child's third birthday. No corrective actions were issued in 2006-2007 to an LEA for failure to implement an IEP by the child's third birthday.

1. Continue to monitor for procedural compliance, as well as to review data from due process, mediations, and complaints.

School Improvement/Compliance monitors completed procedural review of 83 LEAs (not including state-operated or state-supported programs). As a part of the monitoring activities, monitors reviewed a sample of student files for children who were referred by Part C agencies to Part B for eligibility determination and development of an IEP if they are IDEA-eligible in those LEAs selected for monitoring/verification visits during the 06-07 school year. Of the files reviewed, no corrective actions resulted from failure to develop and implement an IEP by a child's third birthday. Additionally, there were no requests for due process, mediations held or complaints related to the development and implementation of an IEP for a child by age three.

2. Continue to work with Part C to collect necessary data elements to meet these new data collection requirements for this indicator.

The OPI worked with the lead agency to develop an interim data collection and reporting system to include all of the requirements for this indicator. The data system was implemented in 2006-2007 and will be used until all of the data collection/reporting can be fully implemented with the special education records and student information (SERIMS) portion of the AIM system.

3. The OPI will work with its contractor to ensure the SERIMS includes necessary data elements to address this performance indicator.

Staff members from the Division of Special Education met with the vendor numerous times throughout 2006-2007 to evaluate the 'editors' created by the vendor and to ensure the system will address all reporting requirements. Final testing of the SERIMS will ensure that it includes the data elements necessary to evaluate this performance indicator.

4. Continue to provide TA and training on effective child find practices and transition from Part C to Part B.

School improvement/compliance monitors provided training on effective child find practices, including procedures to be followed relative to the transition of children from Part C to Part B as a part of their procedural compliance workshops and new director of special education training.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) [If applicable]**1. Revisions to data collection methodology and provision of valid and reliable data**

The OSEP, in its letter of June 15, 2007, and the accompanying response table, reported that the baseline data submitted by the OPI for 2004-2005 was not valid and reliable. It also stated that the OPI "did not use the measurement for the indicator when determining baseline and progress data and did not provide a percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed by their third birthday."

In response to OSEP's determination that Montana did not provide valid and reliable data, the OPI met with the Director of the Part C Infant/Toddler program for the purpose of designing a new and interim data collection and reporting system for this performance indicator. The interim data collection and reporting system will be used until the SERIMS reporting system becomes fully operational. This newly designed interim data collection system was implemented for the 2006-2007 reporting period. The system requires both the Part C providers and the school district personnel to provide basic child count information, dates of referral from Part C to Part B, dates of evaluation for determining eligibility under Part B, and the dates that the IEP was developed and implemented. Both the Part C program and the OPI review the reported data to ensure validity and reliability.

Because the required measurements for this performance indicator contained new requirements for states and Montana did not have a student-based data collection system in place for both the 2004-2005 and 2005-2006 school years, nor did it have the capability to install a new data reporting system for those school years, it is not possible for the OPI to provide the additional data for these years as requested by the OSEP. The data that was reported in the SPP and the APR for 2004-2005 and 2005-2006 was Part C data as reported to the OSEP, as well as data collected through the OPI compliance monitoring. At the time of reporting, it was the most valid and reliable data available. As reported in the SPP and the FFY 2005 APR, the OPI is in the process of developing an electronic special education records student-based data collection system. When the system is fully implemented in 2008-2009, performance data for this indicator will be collected as a part of that system. Effective with the 2006-2007 reporting period, the OPI

has developed an interim data collection/reporting system which provides verified, valid and reliable data which meets all of the measurement requirements for this indicator. A description of the revised data collection/reporting procedure is provided under the section "Discussion of Improvement Activities Completed .." for this indicator.

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development****Monitoring Priority: Effective General Supervision Part B / Effective Transition**

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Actual Target Data for FFY 2006 (2006-2007 School Year)

Table 13.1 below presents the FFY 2006 target data on the number of students aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. The data are taken from compliance monitoring data for the 2006-2007 school year.

Table 13.1 IEPs with Coordinated, Measurable, and Annual Goals FFY 2006

School Year	Number of IEPs Reviewed¹ (a)	Number of IEPs with Transition Goals² (b)	Percent of IEPs with Transition Goals % = (b/a) * 100
2006-2007	66	42	63.6%
¹ Sample of records for students, age 16 and older reviewed as part of the compliance monitoring procedures.			
² Records for students, age 16 or older, found to have coordinated, measurable, annual goals and transition services as part of the compliance monitoring procedures.			

Target data in the table above indicate that of 66 student records, for students with disabilities ages 16 and above, reviewed as part of the compliance monitoring procedures, 42 of those records or **63.6** percent of youth aged 16 and above had coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Trend data are presented below in Table 13.2. The trend data is used to compare the number of records for students aged 16 and above with coordinated, measurable, annual IEP goals and transition services over time.

Table 13.2 IEP Transition Goals Trend Data

School Year	Number of IEPs Reviewed ¹ (a)	Number of IEPs with Transition Goals ² (b)	Percent of IEPs with Transition Goals % = (b/a) * 100
2005-2006	70	34	48.6%
2006-2007	66	42	63.6%

¹Sample of records for students, age 16 and older reviewed as part of the compliance monitoring procedures.

²Records for students, age 16 or older, found to have coordinated, measurable, annual goals and transition services as part of the compliance monitoring procedures.

Baseline data for FFY 2005 (2005-2006 School Year) as reported in the State Performance Plan indicate **51** percent of youth aged 16 and above with coordinated, measurable, and annual IEP goals and transition services (see Table 13.2 above). The FFY 2006 (2006-2007 School Year) data show an **increase** of **15.1** percent of youth ages 16 and above with coordinated, measurable, and annual IEP goals and transition services. The increase represents a rate of change of **31** percent between the monitor findings in the 2005-2006 school year and the monitor findings in the 2006-2007 school year. Although LEAs have not achieved 100 percent compliance, analysis of the trend data shows there has been improvement in this indicator.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 13.3 below is used to assess the state's progress in meeting its performance target for FFY 2006. The state's established target for this indicator is **100** percent of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Table 13.3 Montana Performance Target Status for FFY 2006

School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of IEPs with Transition Goals	SPP Performance Target for FFY 2006	State Performance Status
2006-2007	66	42	63.6%	100.0%	Did Not Meet Target

For FFY 2006, the state's performance target is **100** percent of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. Target data indicates that **63.6** percent of the IEPs for students, ages 16 and older, reviewed have coordinated, measurable, annual IEP goals and transition services. Therefore, Montana **did not meet** its performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Montana did not meet its performance target for this indicator.

In the 2005-2006 school year, 75 LEAs were monitored for procedural compliance with IDEA in accord with the established monitoring cycle, with 120 corrective actions (including confidential memos) issued. Of the total corrective actions issued, **11.6** percent (or 14) were issued for failure to address all of the requirements under 34 CFR 300.320(b) Transition Services.

In comparison, in the 2006-2007 school year, 86 LEAs were monitored for procedural compliance with IDEA and 142 corrective actions (including confidential memos) were issued. Of the total corrective actions issued, **11.3** percent (or 16) were related to coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

In almost all cases of records reviewed for students aged 16 years and older, transition services were addressed. However, school improvement/compliance monitors determined that the quality of the documentation did not lead to the standard required to meet this performance indicator. To improve results, the OPI implemented a number of actions which should lead to improved results in the coming year.

Improvement activities undertaken included a revision of forms which provides increased direction for transition requirements, revision and expansion of transition technical assistance and professional development materials, training of transition specialists in the SEA, statewide transition training, and technical assistance provided through other agency conferences. The new student data system under development in Montana, which will house a required use IEP form, will also include functionality that will require transition components be complete before the IEP can be entered. Technical assistance and professional development activities are ongoing and a detailed schedule of transition training for the upcoming year is in development.

1. Continue to provide technical assistance and professional development to LEAs and school personnel on transition requirements and IEP development

The OPI has continued refining its forms to provide increased direction for transition requirements. The record review form used in file reviews has also been revised to provide consistent guidance to compliance monitors. A train-the-trainers model has been used to provide 59 people with transition expertise to provide professional development and technical assistance. In addition, OPI staff have conducted training at the CSPD Region V transition fair, as well as in districts issued corrective actions.

2. Continue to work with other state agencies such as Vocational Rehabilitation, etc., to engage their involvement in transition planning, as appropriate

The OPI maintains a close relationship with Vocational Rehabilitation through its representative on the VR advisory panel, as well as through regular communication. Collaborative efforts have been completed to link specific VR counselors to each high school in the state and to communicate that assignment to school and other agency personnel.

3. Work with the IHEs to help ensure students in preservice education receive information and training related to transition requirements under IDEA and the development of appropriate goals

The OPI has continued its support and involvement with the Montana Higher Education Consortium to train IHE staff in Transition and to systematically integrate transition components into preservice classes and field experiences.

4. Collect transition data through the SERIMS system

The Special Education Division has worked extensively with our electronic student information system developer as we convert to a new student record system. The product is currently scheduled to roll-out in August of 2008. Data elements to reflect compliance with Indicator #13 requirements have been incorporated into the program specifications.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2006 (2006-2007 School Year) *[If applicable]***

No revisions have been made to the SPP.

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development****Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of the findings of noncompliance are corrected within one year from identification.

Actual Target Data for FFY 2006 (2006-2007 School Year)**Corrective Actions (Findings) One-Year Timeline for Correction**

The following tables provide summary data taken from the completed NCSEAM Indicator 15 worksheet that is attached to this document (see Appendix). The Indicator 15 worksheet provides a breakout of the number of findings of noncompliance and the timeline for correction grouped by monitoring priority areas and other topical, non-priority areas.

Table 15.1 below presents summary data regarding the number of LEAs with findings of noncompliance in FFY 2005 and the number of findings of noncompliance identified in FFY 2005.

Table 15.1 Findings of Noncompliance with One Year Timeline for Correction

School Year	General Supervision System Component	Number of LEAs with Findings of Noncompliance	Number of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)
2005-2006	Procedural Compliance Monitoring - On-site	75	120
	Noncompliance identified through other mechanisms	2	2
	Total	77	122

In 2005-2006, 75 LEAs were monitored for procedural compliance with IDEA in accord with the established monitoring cycle, resulting in 120 corrective actions. In addition, two due process hearings resulted in reports requiring corrective action for two LEAs. The overall result is a total of 122 corrective actions given in 2005-2006 (FFY 2005). No corrective actions were issued as a result of a review of policies, procedures and practices completed for LEAs determined to have disproportionate representation (performance indicators 9 and 10). In 2005-2006 no LEAs were cited as having a significant discrepancy in long-term suspensions and expulsions (performance Indicator 4A), significant disproportionality, or untimely evaluations (performance indicator 11). Fourteen corrective actions were given for failure to address all of the requirements under 34 CFR 300.320(b) Transition Services (performance indicator 13) on the IEP.

Table 15.2 below presents the number of findings identified in FFY 2005 and the percent of those findings of noncompliance that were corrected within a one-year timeline.

Table 15.2 Percent of Findings of Noncompliance Corrected within One Year

Indicator 15 Measurement		Number of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06) (a)	Number of Findings from (a) for which correction was verified no later than one year from identification (b)	Percent of Findings of Noncompliance Corrected within One Year Timeline % = (b/a)
A	Number and Percent of noncompliance related to monitoring priority areas	49	48	98.0%
B	Number and Percent of noncompliance related to areas not included in the above monitoring priority areas	71	68	95.8%
C	Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.)	2	2	100.0%
D=(A+B+C)	Total Number of Findings of Noncompliance	122	118	
	Overall Percent (%=Db / Da)			96.7%

The table above (Table 15.2) presents the percent of findings of noncompliance corrected within a one-year timeline. A breakout of the areas of findings of noncompliance, grouped by monitoring priority areas and other topical areas, can be found in the Indicator 15 worksheet in the Appendix section of this document. An analysis of the 2005 2006 corrective action findings shows that **100** percent of the corrective actions resulting from dispute resolution were corrected within the one year timeline. Of the findings of noncompliance related to monitoring priority areas, 48 of the 49 findings of noncompliance or **98** percent were corrected within the one year timeline. The findings of noncompliance related to other areas indicate that 68 of the 71 findings of noncompliance or **95.8** percent were corrected within the one-year timeline. Overall, 118 of the 122 findings of noncompliance or **96.7** percent were corrected within the one-year timeline for FFY 2005. This resulted in 73 of the 75 entities monitored receiving a closeout letter from the OPI within the one-year timeline.

Of the two LEAs which did not meet the one-year timeline, one LEA submitted the required documentation to demonstrate compliance with the corrective actions 23 days beyond the one-year timeline. The corrective action required the LEA to submit documentation of review of existing evaluation data. However, the LEA was so small that they did not have an evaluation or re-evaluation which occurred within the one-year period. The other LEA submitted the required documentation to demonstrate correction within the one-year timeline; however, the OPI did not send a closeout letter to the LEA until five months after the one-year timeline. The delay in closing out the corrective action was not a result of the LEA not completing the required action within the timeline given, but rather the result of staffing changes within the OPI that resulted in a delay in sending a formal announcement of closeout to the LEA.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data in Table 15.3 below is used to assess Montana's progress in meeting its performance target for FFY 2006. The performance target for this indicator is 100 percent of findings of noncompliance will be corrected within one year from identification.

Table 15.3 Montana Performance Target Status for FFY 2006

Number of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	Number of Findings from (a) for which correction was verified no later than one year from identification	Percent of Findings of Noncompliance Corrected within One Year Timeline	Spp Performance Target	State Performance Status
122	118	96.7%	100.0%	Did Not Meet Target

For FFY 2006, the percent of findings of noncompliance corrected within one year of identification is **96.7** percent and the performance target is **100** percent. Therefore, Montana **did not meet** its performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

The OPI did not meet its target of 100 percent correction within the one-year timeline. However, it is fully anticipated that with a full complement of monitoring specialists, 100 percent correction, within the one-year timeline, will be achieved in the next reporting period. Montana is fortunate to have outstanding school personnel who are very responsive in completing required corrective actions and meeting timelines. The technical assistance and training provided by monitoring program specialists have been an instrumental component in assisting the LEAs in addressing the corrective actions.

1. Revise focused intervention activities to better align with SPP indicators.

The OPI completed its revision of its monitoring procedures to ensure alignment with the SPP performance indicators. The monitoring system consists of two primary components: compliance monitoring and focused intervention. Compliance monitoring continues to be conducted on the established monitoring cycle and includes review of selected student files to ensure compliance with IDEA 2004 regulations. Focused intervention procedures are implemented, when following review of LEA data, there is a determination of significant discrepancy in long-term suspension/expulsion rates and/or there is disproportionate representation or significant disproportionality. In addition, focused intervention procedures are implemented if student outcomes and/or other factors indicate that intervention is necessary.

2. Continue to use the monitoring tracking system to ensure timelines are addressed.

The OPI continues to use the compliance monitoring tracker to identify LEAs monitored, dates of the monitoring, monitoring results, timelines for completion of corrective actions, and the date that the OPI sends a letter to the LEA reporting that it has completed all of the required corrective actions.

3. Review status of LEAs' corrective actions on a monthly basis and report that status to the monitoring staff.

The School Improvement/Compliance Monitoring Unit director continues to hold responsibility for reviewing corrective actions on a monthly basis to ensure corrective actions are completed within designated timelines and within one year of issuance, consistent with this indicator.

4. Provide follow-up to LEAs to ensure they are moving toward completion of their corrective actions in the timeline given.

School improvement/compliance monitoring staff maintained contact with the LEAs from initial compliance monitoring activities through the completion of corrective actions. Technical assistance and/or training was provided as determined necessary, as well as upon request of the LEA. Technical assistance and/or training was provided in a variety of ways: teleconferencing, on-site visits, e-mail, etc.

5. Implement sanctions, as appropriate, to ensure LEAs complete required corrective actions.

The OPI did not have to implement sanctions in 2006-2007 to achieve corrections. School administrators and personnel were, and continue to be, very responsive in taking required corrective action steps.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) [If applicable]

Revision to Focused Intervention: The section on Focused Intervention has been revised to specifically include Focused Intervention activities when, following review of LEA data, it is determined that the LEA has disproportionate representation, significant disproportionality, or a significant discrepancy in long-term suspensions and expulsions. Focused Intervention activities include, but are not limited to, a review of LEA's policies, practices and procedures to ensure compliance with the IDEA, review of selected student records, and staff interviews. Revised language in the SPP appears in bold.

Revision of 10.16.3141 Office of Public Instruction Responsibility for Monitoring: This state administrative rule was revised. The old rule has been replaced with the new rule language.

Revision to the FFY 2005 APR: The text under performance Indicator #15 in the FFY 2005 APR report has been revised to include the correct number of corrective actions issued in the 2005-2006 school year. It was found that because multiple state and federal regulations were cited for a single corrective action(s), the total number of corrective actions was originally identified as 139. Further analysis determined that there was a total of 120 findings related to procedural compliance monitoring during 2005-2006 and not 139 as originally reported. This corrected number is consistent with what is reported in the compliance monitoring tracking system.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of signed written complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint.

Actual Target Data for FFY 2006 (2006-2007 School Year)

The OPI received one written complaint which was resolved through the Early Assistance Program and did not require an investigation.

Table 16.1 below presents target data on signed, written complaints for FFY 2006 (2006-2007 School Year). The data is taken from Section A of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act* that is attached to this document (See Appendix).

Table 16.1 Signed, Written Complaints for FFY 2006

Table 7, Section A	Signed, Written Complaints	Number
(1.1)	Complaints with reports issued	0
(b)	Reports within timeline	0
(c)	Reports within extended timelines	0
% = (b + c) / (1.1)	Percent of Complaint Reports Issued Within Timeline	0.0%

For FFY 2006 (2005-2006 School Year), there were no signed written complaints received by the OPI. Therefore, Montana has **met** its performance target of 100 percent of signed written complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

The OPI continues to employ the Early Assistance Program to resolve controversies as quickly as possible with satisfaction from both schools and parents. Moreover, the OPI continues its use of part-

time employees to provide technical assistance and act as IEP facilitators. The OPI also maintains communication with Parents, Let's Unite for Kids (PLUK) staff and the Protection and Advocacy staff. These improvement activities were effective in the past and continue to be.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2006 (2006-2007 School Year) *[If applicable]*:**

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of due process hearings will be fully adjudicated within the 45-day timeline or properly extended timeline.

Actual Target Data for FFY 2006 (2006-2007 School Year)

The OPI received four hearing requests, none of which went to a hearing. One request was resolved through a resolution session, three were resolved without a hearing.

Table 17.1 below presents the target data for due process hearings fully adjudicated within the 45-day timeline or properly extended timeline for FFY 2006 (2006-2007 School Year). The data is taken from Section C of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act* that is attached to this document (see Appendix).

Table 17.1 Percent of Hearing Request Decisions Within Timeline for FFY 2006

Table 7, Section C	Hearing Requests	Number
(3.2)	Hearings (fully adjudicated)	0
(a)	Decisions within timeline	0
(b)	Decisions within extended timeline	0
% = (a + b) / (3.2)	Percent of Hearing Request Decisions Within Timeline	0.0%

For FFY 2006 (2005-2006 School Year), there were no Due Process Hearings that were fully adjudicated. Therefore, Montana has **met** its performance target of 100 percent of due process hearings will be fully adjudicated within the 45-day timeline or properly extended timeline.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

Montana continues to maintain an extremely low rate of due process hearing requests. School districts and parents are quick to seek less formal procedures to resolve disputes as amicably as

possible. The OPI provides timely and effective technical assistance to schools, families and advocates.

Hearing officers were provided training and invited to continue participation in a due process hearing officers' workgroup sponsored by the Mountain Plains Regional Resource Center (MPRRC).

Staff from the advocacy providers and the Legal Division at the OPI have worked toward early resolution when due process concerns are raised.

When a due process hearing is scheduled, Legal Division staff ensure that timelines are met.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2006 (2006-2007 School Year) *[If applicable]***

Since the improvement strategies continue to show success in resolving due process concerns, no revisions are required.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	OSEP guidance indicate that baseline or targets are not to be established if the number of resolution sessions is less than 10.

Actual Target Data for FFY 2006 (2006-2007 School Year)

One resolution session was held which resulted in a written agreement.

Table 18.1 below presents data for hearings requests that were resolved through resolution session settlement agreements for FFY 2006 (2006-2007 School Year). The data is taken from Section C of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act* that is attached to this document (see Appendix).

Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2006

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	1
(a)	Settlement Agreements	1
% = (a) / (3.1)	Percent of Hearing Requests with Settlement Agreements	100.0%

For FFY 2006, the OPI had one hearing request that went to resolution session and, subsequently, resolved through a settlement agreement. Guidance from OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 school year)

The OPI continues to have a low number of hearing requests. The OPI has made technical assistance available to schools by request.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 school year) [If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	OSEP guidance indicate that baseline or targets are not to be established if the number of mediation is less than 10.

Actual Target Data for FFY 2006 (2006-2007 School Year)

The OPI conducted three mediations which resulted in two written agreements.

Table 19.1 below presents the data on mediations held that resulted in mediation agreements for FFY 2006 (2006-2007 School Year). The data is taken from Section B of *Table 7- Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act* that is attached to this document (see Appendix).

Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2006

Table 7, Section B	Mediation Requests	Number
(2.1)	Mediations	3
(a)(i)	Mediation, related to Due Process, agreements	2
(b)(i)	Mediation, not related to Due Process, agreements	0
%=[(a)(i) + (b)(i)] / (2.1)	Percent of Mediations Resulting in Agreements	66.7%

For FFY 2006, the OPI had a total of three mediation requests, all of which were related to due process. Two of the three mediation requests resulted in agreements. Guidance from OSEP indicate that states are not required to establish baseline or targets until the reporting period in which the number of mediations reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

The OPI continues to have a small number of mediation requests. A large percentage of disputes in Montana are resolved prior to the need for formal processes. Both schools and parents are willing to meet to resolve concerns as quickly as possible to avoid costly and time consuming legal entanglements. The OPI provides information to interested parties regarding the value and benefits of mediation.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/
Resources for FFY 2006 (2006-2007 School Year) *[If applicable]***

There were no revisions made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2006**Overview of the Annual Performance Report Development****Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<p>A. All reports will meet OSEP timelines 100% of the time.</p> <p>B. Reports submitted will be accurate 100% of the time</p>

Actual Target Data for FFY 2006 (2006-2007 School Year)

Montana used the Indicator 20 Self-calculating Data Scoring Rubric to evaluate our performance in providing timely and accurate data. Table 20.1 below is a summary table of the results taken from the scoring rubric. The Data Scoring Rubric is included with this document as part of the Appendix.

Table 20.1 Montana Indicator Score of Timely, Valid and Reliable Data for FFY 2006

APR Submission Score	618 Submission Score	Total Score	Indicator Score
63	54	117	98.3%

For FFY 2006, the OPI submitted 618 data on or before the due dates for child count, exiting, and personnel (i.e., February 1, 2007, for child count, including race and ethnicity and educational placement; November 1, 2007, for exiting and personnel). In addition, two of the four discipline files were submitted on November 1, 2007, but two were not submitted until November 6, 2007. The LEA discipline data was submitted to the OPI on time, but due to a turnover in data personnel at the time of the reporting deadline, required additional time needed for validation and preparation of the data than first anticipated. We are confident that all 618 data submissions will be on time in FFY 2007. Further, we anticipate the timely submission of the FFY 2006 Annual Performance Report, complete

with valid and accurate data, on or before February 1, 2008. Using the Indicator 20 self-calculating Data Scoring Rubric, Montana's Indicator Score for the submission of timely and accurate data is **98.3** percent.

All special education data collections are Web-based applications that are secure and require assigned user names and passwords to access. The electronic Web-based applications increase the accuracy of the data collected by using built-in validation checks that make reporting inaccurate data more difficult to do. The electronic data validation checks control the values that can be placed in the fields in order to minimize data entry errors (e.g., birthdates are checked against reported setting of service codes and disability categories). In addition, manual checks are conducted to detect anomalies and any inconsistencies with the data prior to reporting. The manual validation checks include the use of year-to-year comparisons to detect increases or decreases in data of 10 percent or more (with a minimum N of 10). The OPI contacts LEAs with large changes or unusual findings to determine if errors in data collection or reporting occurred. All validation activities are documented, including any contact with LEAs or data changes for future reference. Further, procedures are in place within the data collection application to track LEA submission of the data to ensure that the data is complete and that all LEAs have submitted data by the collection due date.

The OPI provides a variety of ways for data providers to access guidance in reporting data. These include a comprehensive instruction manual for each application, on-line trainings either live or through the use of video-on-demand step-by-step training modules that walk the user through the application from beginning to end. In addition, a data dictionary containing written definitions of key terms is made available to all data providers. Further, OPI staff is available to provide assistance to LEAs throughout the reporting period.

In addition, Montana has provided data and narrative to demonstrate its correction of noncompliance issues of valid data for Indicator 4a and Indicator 12 identified in the FFY 2005 Annual Performance Report as required in the Office of Special Education Program's memo dated June 15, 2007, and accompanying response table. Please refer to the section for the specific Indicator within this document for further information related to the correction of noncompliance.

Assessing State Progress in Meeting the FFY 2006 Performance Target

The data presented in Table 20.2 below is used to assess the state's progress in meeting its performance target for FFY 2006 (2006-2007 school year). The performance target for this indicator is twofold: a) all reports will meet OSEP timelines **100** percent of the time, and b) reports submitted will be accurate **100** percent of the time. The Indicator 20 Self-calculating Data Scoring Rubric takes into account both timely submission and accurate data, providing a total score.

Table 20.2 Montana Performance Target Status for FFY 2006

Total Score	Indicator Score	SPP	
		Performance Target	State Performance Status
117	98.3%	100.0%	Did Not Meet Target

For FFY 2006 (2006-2007 school year), the total score for submission of timely and accurate data is **98.3** percent and the established target is **100** percent. Therefore, Montana **did not meet** its performance target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007 School Year)

1. **All special education data collections continue to be available for electronic submittal over the internet.**

The OPI continued to collect all special education data through its electronic data collection systems. Some changes were made to the systems to ensure that the data necessary to report on SPP indicators could be collected.

2. **The OPI will implement a Web-based SIS, DW and SERIMS.**

The OPI has implemented a student information system and continues its work with the vendor to design and implement the special education records and information management system (SERIMS) which is a part of the Achievement in Montana (AIM) collection and reporting system.

3. **Technical assistance and training will be provided to LEAs to ensure they understand how to submit their data.**

On-time technical assistance is available to all of the LEAs to help ensure they are providing valid and reliable data. In addition, technical assistance guides, video streaming and other support materials are available on the OPI Web site for ready access.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006 (2006-2007 School Year) *[If applicable]*

No revisions were made to the SPP.

APPENDIX

**OVERVIEW OF MONTANA'S STATEWIDE PERFORMANCE
FOR FFY 2006**

Part B - State Performance Plan Indicators	State FY 2007 APR Performance	State FY 2008 APR Performance
1 - Graduation Rates	Met	Met
2 - Dropout Rates	Met	Met
3A - AYP Objectives		Met
3B - Participation Rates		Met
3C - Proficiency Rates		Met
4A - Suspension and Expulsion Rates	Met	Met
5A - Served in Reg Class > 80% of the day	Met	Met
5B - Served in Reg Class < 60% of the day	Met	Met
5C - Served in separate schools	Met	Met
6 - Preschool Settings	Met	
7 - Preschool Outcomes		
8 - Parents Report School Facilitated Involvement		Met
9 - Disproportionality - Race/Ethnicity		Met
10 - Disproportionality - Disability		Met
11 - Evaluations within 60 Days (100%)		Not Met (85.4%)
12 - Part C to Part B Transition (100%)	Met	Not Met (61.4%)
13 - Coordinated, measurable, annual Transition Goals (100%)		Not Met (63.6%)
14 - Post-school Outcomes		
15 - General Supervision (100%)	Not Met (97.1%)	Not Met (96.7%)
16 - Resolved Written Complaints within 60 Days (100%)	Met	Met
17 - Hearing Requests Adjudicated within 45 days (100%)	Met	Met
18 - Resolution Session Settlement Agreements		
19 - Mediation Agreements		
20 - Timely, Valid, and Reliable Data (100%)	Met	Not Met (98.3%)

**Part B – Annual Performance Report
For FFY 2006**

**Montana
APPENDIX B – State Assessment Data**

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TABLE 6
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2006-07

PAGE 1 OF 16

OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX

STATE: MONTANA

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: March 1, 2007

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1310	10436
4	1320	10361
5	1333	10627
6	1366	10772
7	1423	11139
8	1468	11304
HIGH SCHOOL (SPECIFY GRADE: <u> 10 </u>)	1318	11651

¹ At a date as close as possible to the testing date.

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OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX

STATE: Montana

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 10 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	1208	730		18
4	1212	824		45
5	1248	865		26
6	1195	782		44
7	1334	911		67
8	1368	886		68
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	1147	588		55

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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STATE: _____Montana_____

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	71	0	71	0	6
4	92	0	92	0	13
5	73	0	73	0	4
6	108	0	108	0	10
7	70	0	70	0	6
8	77	0	77	0	15
HIGH SCHOOL (SPECIFY GRADE: _____10____)	102	0	102	0	10

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap, as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3				31
4				16
5				12
6				63
7				19
8				23
HIGH SCHOOL (SPECIFY GRADE: ____10____)				69

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Novice Achievement Level	Nearing Proficiency Achievement Level	Proficient Achievement Level	Advanced Achievement Level	_____	_____	_____	_____	_____	9A ROW TOTAL ¹
3	CRT	469	247	367	107						1190
4	CRT	521	243	313	90						1167
5	CRT	534	330	271	87						1222
6	CRT	571	320	197	63						1151
7	CRT	645	361	210	51						1267
8	CRT	767	349	144	40						1300
HIGH SCHOOL (SPECIFY GRADE: __10__)	CRT	554	407	110	21						1092

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: __Proficient_____

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

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**Montana
APPENDIX B – State Assessment Data**

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
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OFFICE OF SPECIAL EDUCATION
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**TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

2006-07

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OMB NO.: 1820-0659

FORM EXPIRES: XX/XX/20XX

STATE: _____Montana_____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Novice Achievement Level ¹	Nearing Proficiency Achievement Level	Proficient Achievement Level	Advanced Achievement Level	_____	_____	_____	_____	_____	9C ROW TOTAL ²
3	CRT-Alt	14	10	34	7						65
4	CRT-Alt	8	8	47	16						79
5	CRT-Alt	13	11	34	11						69
6	CRT-Alt	13	21	37	27						98
7	CRT-Alt	1	12	28	23						64
8	CRT-Alt	13	10	13	26						62
HIGH SCHOOL (SPECIFY GRADE: __10__)	CRT-Alt	7	22	27	36						92

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: __Proficient_____

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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STATE: Montana

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 9B (FROM PAGE 7) ¹	TOTAL REPORTED FOR COLUMN 9C (FROM PAGE 8) ¹	NO VALID SCORE ^{1,2} (10)	TOTAL ^{1,3} (11)
GRADE LEVEL					
3	1190	0	65	55	1310
4	1167	0	79	74	1320
5	1222	0	69	42	1333
6	1151	0	98	117	1366
7	1267	0	64	92	1423
8	1300	0	62	106	1468
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	1092	0	92	134	1318

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

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STATE: ___Montana___

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: ___March 1, 2007___

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1310	10436
4	1320	10361
5	1333	10627
6	1366	10772
7	1423	11139
8	1468	11304
HIGH SCHOOL (SPECIFY GRADE: ___10___)	1318	11651

¹At a date as close as possible to the testing date.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 10 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	1209	702	0	59
4	1212	793	0	79
5	1249	838	0	48
6	1194	774	0	60
7	1330	900	0	68
8	1361	878	0	60
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	1129	629	0	59

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English proficiency test in place of the regular reading assessment.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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STATE: Montana

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	74	0	74	0	6
4	93	0	93	0	3
5	72	0	72	0	3
6	108	0	108	0	6
7	69	0	69	0	5
8	78	0	78	0	10
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	102	0	102	0	11

¹ NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g., students do not take all portions of the assessment, students do not fill out the answer sheet correctly) **or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.**

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3				27
4				15
5				12
6				64
7				24
8				29
HIGH SCHOOL (SPECIFY GRADE: __10__)				87

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Novice Achievement Level	Nearing Proficiency Achievement Level	Proficient Achievement Level	Advanced Achievement Level	_____	_____	_____	_____	_____	9A ROW TOTAL ¹
3	CRT	172	349	443	186						1150
4	CRT	245	362	412	114						1133
5	CRT	330	361	400	110						1201
6	CRT	327	314	403	90						1134
7	CRT	309	426	454	73						1262
8	CRT	578	286	365	72						1301
HIGH SCHOOL (SPECIFY GRADE: __10__)	CRT	453	282	285	50						1070

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: ____Proficient__

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in column 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 9B is to equal the number reported in column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

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**Montana
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STATE: _____Montana_____

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Novice Achievement Level ¹	Nearing Proficiency Achievement Level	Proficient Achievement Level	Advanced Achievement Level	_____	_____	_____	_____	_____	9C ROW TOTAL ²
3	CRT-Alt	1	22	28	17						68
4	CRT-Alt	6	15	36	33						90
5	CRT-Alt	4	5	33	27						69
6	CRT-Alt	5	9	42	46						102
7	CRT-Alt	0	5	20	39						64
8	CRT-Alt	6	10	23	29						68
HIGH SCHOOL (SPECIFY GRADE: __10__)	CRT-Alt	2	1	30	58						91

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____Proficient_____

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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APPENDIX B – State Assessment Data**

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STATE: _____Montana_____

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	TOTAL REPORTED FOR COLUMN 9A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 9B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 9C (ON PAGE 15) ¹	NO VALID SCORE ² (10)	TOTAL ³ (11)
GRADE LEVEL					
3	1150	0	68	92	1310
4	1133	0	90	97	1320
5	1201	0	69	63	1333
6	1134	0	102	130	1366
7	1262	0	64	97	1423
8	1301	0	68	99	1468
HIGH SCHOOL (SPECIFY GRADE: __10__)	1070	0	91	157	1318

¹STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

Montana APPENDIX B – State Assessment Data

STATE: MT - MONTANA

Montana does not use an alternate assessment on grade level standards for either Math or Reading

INDICATOR B-15 WORKSHEET (8/2/07-self-calculating - 11/15/2007)

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	75	41	40
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Dispute Resolution	0	2	2
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Other: Specify	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	75	2	2
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution	0	0	0
	Other: Specify			

**Part B – Annual Performance Report
For FFY 2006**

**Montana
APPENDIX C – General Supervision**

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
	Dispute Resolution	0	0	0
	Other: Specify	0	0	0
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	75	0	0
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution	0	0	0
	Other: Specify	0	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	75	6	6
	Dispute Resolution	0	0	0
	Other: Specify	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0

**Part B – Annual Performance Report
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**Montana
APPENDIX C – General Supervision**

Indicator	General Supervision System Components	# of Programs Monitored	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution	0	0	0
	Other: Specify	0	0	0
		0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	75	0	0
	Dispute Resolution	0	0	0
	Other: Specify	0	0	0
		0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	75	0	0
	Dispute Resolution	0	0	0
	Other: Specify	0	0	0
		0	0	0
The worksheet automatically sums Column a and b			51	50

Percent of noncompliance corrected within one year of identification =	98.04%
--	--------

**Part B – Annual Performance Report
For FFY 2006**

**Montana
APPENDIX C – General Supervision**

Non-Priority Areas	On-Site Monitoring	# of Programs Monitored	Findings	# Corrected in One Yr.
Extended School Year	On-site monitoring	75	1	1
Review of Existing Data	On-site monitoring	75	22	21
Eligibility Documentation	On-site monitoring	75	5	5
Supp. Aids/Services	On-site monitoring	75	2	2
Transfer of Rights	On-site monitoring	75	2	2
Accessibility of IEP	On-site monitoring	75	2	2
Records on More Than One	On-site monitoring	75	2	2
Referral Form	On-site monitoring	75	5	5
Progress Reports	On-site monitoring	75	3	3
Comprehensive Evaluation	On-site monitoring	75	21	19
Special Education Records	On-site monitoring	75	6	6
Total Number of Findings	On-site monitoring	75	71	68
Percent Corrected in 1 YR	On-site monitoring	75		95.77%

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**Montana
APPENDIX D – Dispute Resolution**

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TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

PAGE 1 OF 1

OMB NO.: 1820-NEW

FORM EXPIRES: XX/XX/XXXX

STATE: MONTANA

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	1
(1.1) Complaints with reports issued	0
(a) Reports with findings	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	1
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	3
(2.1) Mediations	3
(a) Mediations related to due process	3
(i) Mediation agreements	2
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0
SECTION C: Hearing requests	
(3) Hearing requests total	4
(3.1) Resolution sessions	1
(a) Settlement agreements	1
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	3
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0

**Part B – Annual Performance Report
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**Montana
APPENDIX D – Dispute Resolution**

(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Self-Calculation Data Scoring Rubric (dated 12/13/2007)
to Evaluate Timely and Accurate Data for Indicator 20

SPP/APR Data - Indicator 20				
APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	58
APR Score Calculation		Timely Submission Points - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		63

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	0	1	1	1	3
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	27
618 Score Calculation			Grand Total (Subtotal X 2) =		54

Indicator #20 Calculation	
A. APR Grand Total	63
B. 618 Grand Total	54
C. APR Grand Total (A) + 618 Grand Total (B) =	117
Total N/A in APR	0
Total N/A in 618	0
Base	119
D. Subtotal (C divided by Base*) =	.983
E. Indicator Score (Subtotal D x 100) =	98.3

*Note any cell marked as N/A will decrease the denominator by 1 for APR and 2 for 618

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